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AUTHOR	Woodruff, Alan; And Others
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ABSTRACT

The methodology procedures for a national study of vocational education systems and facilities are presented in this third of a four-volume report. Chapter I describes the development of study requirements (analysis of requirements and study development activities) and the development of study implementation (local education agency survey instrument, state agency interview guide, and pretest and instrumentation revision). Chater II presents the definition of the study universe and the development of a universe directory. Chapter III describes the methodology employed in surveying local education agencies (field advocacy and support, survey procedures, phase I, phase II, response rates, receipt control and data preparation, and manual coding and editing) and interviewing state agencies. Included in the appendixes is a copy of the local vocational education agency mail survey instrument, the local vocational education agency telephone survey instrument, and the state agency interview guide. (Also available are the following related volumes: vol. I, Technical Report [CE 018 973], vol. II, State Vocational Education System Descriptions [CE 018 974], and the Executive Summary [CE 018 972].) (JH)

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**INSTITUTIONAL
DEVELOPMENT
ASSOCIATES, INC.**
Dr. Alan Woodruff
*Project Director and
Principal Investigator*

WESTAT, INC.
Martha Berlin
Russell Bucans
Denny Horan
Lance Hodes

**FINANCIAL SYSTEMS
PLANNERS, INC.**
Frank Banghart
Geoffrey Tully

CE 018 973

WESTAT, INC.
11600 Nebel Street
Rockville, Maryland 20852

INSTITUTIONAL DEVELOPMENT ASSOCIATES, INC.
Post Office Box 6384
Silver Spring, Maryland 20906

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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INTRODUCTION

The "Request for Proposals" (RFP) issued by the Office of Planning, Budgeting, and Evaluation (OPBE) of the U.S. Office of Education (OE) defined the basic issues to be investigated in this research effort. However, in order to make the results of this project useful as a planning document -- rather than a simple compilation of descriptive statistics about the nation's vocational education system -- the objectives of this study were subjected to a detailed review by Westat and OE staff in an effort to identify the specific requirements of the ultimate users of the final report of this study. This was undertaken through a detailed analysis of the specific data and decision-making requirements of all agencies within OE who would be likely to use the results of this study.

The first two chapters describe the specific activities undertaken in the analysis of issues identified in the RFP and in the development of data requirements and the survey instrumentation used in this study. The final chapter focuses on the data collection methods of the local and State surveys.

CHAPTER I

DEVELOPMENT OF STUDY REQUIREMENTS AND SURVEY INSTRUMENTATION

Development of Study Requirements

A detailed analysis of the issues to be investigated in this study resulted in several changes in the priorities of areas of inquiry as they were initially presented in the Request for Proposal (RFP). The following sections discuss the requirements of this study as they were presented in the RFP and as they were refined through discussions with Office of Education (OE) personnel.

Analysis of Study Requirements

The analysis of the specific objectives of this study required an examination of two questions:

"What are the technical objectives of this study?"

"Who will be the users of the final report, and what are their data and information needs?"

While these questions are not independent, the answers have different implications for the study design and must, therefore, be considered independently. The following discussions summarize the analysis of the "technical objectives" and "user requirements" for this study.

Technical Objectives: The RFP for this study emphasized the identification and analysis of issues related to policy and program decision-making at the "local" level. Local education agencies generally have great autonomy with regard to their own operating programs and the formulation of administrative policies and procedures. Thus, the RFP for this study reflected the assumption that the factors which have the greatest effect on the levels of utilization of vocational education facilities are those which are associated with the operating characteristics of the local institution.

Implicit in this emphasis on a study of local education agency practices was the assumption that the operating characteristics of local education agencies are the most significant variables affecting the efficient use of vocational education resources.

In placing its greatest emphasis on local agency practices, the RFP for the study reflected an (implied) assumption that State agency policies and practices -- vis-a-vis local program planning and program evaluation requirements -- would, and could, be correlated with local planning activities. Thus, State requirements could be shown to have a direct impact on the planning and utilization of facilities at the local level.

Since Federal law has placed a great emphasis on improved planning at the State and local level, this study called for an assessment of the significance of this correlation. The assessment would delineate the impact of State agency policies and requirements on local planning activities. This requirement implied the further need to investigate the impact which State planning requirements and local educational agency practices have on the efficient use of resources.

These study requirements, as they were presented in the RFP and in initial discussions with OPBE and the Bureau of Occupational and Adult Education (BOAE), were formulated primarily in terms of assumed differences between classes of institutions and educational delivery systems. Little consideration was given to the potential impact which different administrative structures and educational philosophies associated with different types of institutions and educational systems might have on facility planning and utilization.

A preliminary analysis of the factors governing local agency planning and program operating characteristics suggested that, in fact, the most significant differences in institutional practices might not be those which are associated with types of institutions per se, but might be those variables associated with "sub-classes" of institutions -- sub-classes defined by legislative provisions, State agency policy, etc. -- which also required identification and analysis. Specifically, it was recognized that State laws often impose different requirements on different types of institutions and, further, that the same type of institution might be subject to different requirements in different States.

Because of the importance of exogenous variables on institutional practices, an examination of the relationship between institutional types and their associated planning and operating practices was deemed to be of minimal significance and could be de-emphasized in this study.

In this preliminary analysis it was also recognized that the organization of State Agencies and State Agency policies varied significantly between States. In fact, when we examined the association between State agency policies and local practices, we found that the State Agencies shared few characteristics which could be used to classify States on the basis of organizational structure and program policies. This paucity of shared characteristics includes those practices related to construction and program funding, planning requirements, and general operating policies.

While individual aspects of State organization and policy may be alike, the combination of characteristics is unique in each State. Thus, it was difficult to classify by organizational structure and to compare States with respect to local practices.

Similarly, it was recognized that the local vocational education delivery systems of the 56 States and Territories -- while employing a relatively limited number of delivery system models and organizational structures -- also varied widely among themselves. The result was a diversity of combinations of State agency structures and local delivery system organizations.

An identification of the impact of State and local practices on effective planning and resource utilization was recognized as an important objective of this study. It was also recognized that there would be significant limitations in the degree to which characteristics of State and local education agency organization and operation could be meaningfully attributed -- in a "cause and effect" fashion -- to the efficient utilization of vocational education facilities and resources. An attempt to identify associations between State policies and programs and the resulting planning activities and characteristics of resource utilization as they exist at the local level might have resulted in findings which would be statistically significant. However, great doubt existed as to whether such findings would provide a meaningful basis for planning changes in State and local policy and planning activities. This study recognized the desirability of such an activity (if only in an academic sense) and considered the requirements of this problem in the design of data acquisition instrumentation, but concluded that such an investigation would not be useful. Thus, this aspect of the study was de-emphasized.

This very diversity of vocational education systems suggested that an analysis of the relationship between State and local agency policies and practices would represent an unrewarding area of investigation. It also brought about a recognition of the need to undertake an expanded inquiry into the organization of State and local vocational education system organizations.

Based on discussions with personnel from the Bureau of Occupational and Adult Education, the Office of Planning, Budgeting, and Evaluation, and other agencies within the Office of Education, it became apparent that the Office of Education had limited information on the array of policies and organizational structures which existed at the State and local level in the individual States. State Plans, Annual Reports, and other special reports and general reporting forms provided substantial data about State and local programs. However, no single source document could be identified which described these practices in either (a) the context of the operation of each State's total vocational education program, or (b) a form which would permit easy comparison of States' practices and policies across subject areas. Further, it was determined that there existed virtually no information concerning the operating characteristics of different types of vocational education institutions and programs in the 56 States and Territories. This condition was viewed as a serious gap in the information available to the Office of Education for use in policy formulation. Therefore, it was determined that this study had to include an identification and descriptive analysis of the different types of vocational educational delivery systems used in the different States and of the major legislation and policies which govern the operation of each. Limited information existed concerning the operating characteristics of local vocational education agencies, particularly those relating to operating schedules of institutions, the diverse populations they serve, and the alternative forms of cooperative programs (resource sharing, etc.) which exist between multiple education agencies. Therefore, it was determined that this study should also include an expanded study of the operation of local education agencies.

User Requirements: In developing the specific study issues and instrumentation for this study, it was necessary to consider a number of requirements imposed on this study by the need of the users of the data and information obtained.

First, the product of this study was intended to be of value to the Office of Education and the Congress in identifying provisions which needed to be incorporated into Federal legislation and Rules and Regulations regarding the funding of vocational education. As a consequence, it was important that the issues identified for final investigation be those which would be of direct value in formulating legislation and policies which are within the jurisdiction and authority of the Federal government.

Second, Federal legislation will be effective only insofar as it recognizes existing State legislation and its effect on the State Education Agencies. Therefore, it was deemed essential that this study provide information about the policies of individual States which are directly affected by funding provisions of the Federal legislation and Federal Rules and Regulations.

Another objective of this study was to provide a basis for the formulation of future Federal legislation. Thus, one additional requirement was to identify both (a) changes in the vocational education system which were brought about by prior Federal legislation, and (b) changes in State legislation regarding vocational education which have come about as a direct consequence of the Federal vocational education statutes.

Finally, since this study was designed to be the largest single study of the organization, structure, and operating characteristics of vocational education to date, the information secured in the conduct of this study should provide a significant resource document for affecting the cross-pollination of information regarding the organization structure and practices of local and State education agencies throughout the United States. As a consequence, the final major objective of this study was to provide a comprehensive documentation of the practices of State Agencies and educational institutions with respect to a number of major activities on which State and local education policy is made.

Study Development Activities

The following section describes the activities undertaken in identifying the specific issues to be studied in this project and the data and information which would be required to report on the organization, structure, and operating characteristics of the vocational education system(s) of the United States.

The identification of specific study issues and the data and information requirements needed to address them was undertaken through two primary activities:

- A review of the literature concerning vocational education program planning and operation;

- Extensive discussions with personnel from agencies within the Office of Education, other agencies and associations involved in vocational education, members of the "Project Advisory Committee," and other consultants retained for this study.

The literature review portion of this study and the ongoing program of interactions with Office of Education personnel and others associated with this study were undertaken in parallel during the early identification and analysis of critical study issues. The development of survey instrumentation was subjected to an ongoing review concerned with the relation between study needs, analytical requirements, and instrument construction. Thus, interactions between the project team and Office of Education personnel and other outside agencies were not limited to the initial problem analysis phase of this study, but continued to be an important component of the study activities throughout the initial issue identification and instrument development phases of this study.

Literature Review: The following discussion presents a summary of the objectives of and procedures employed in the literature review phase of this study.

The literature review conducted in the development of this study sought to:

- Identify studies, reports, and other documents related to the organization and operating characteristics of vocational education agencies and institutions at the State, regional, and local levels;

- Identify studies conducted in the public and/or private sector related to the critical issues being confronted in the development and operation of vocational education programs;

- Identify legislative and policy studies related to vocational education at the State and Federal level;

- Identify program and policy assessment studies conducted at the local, State, and Federal level;

- Identify master planning documents and other documents describing the planning, practice, and status of local and State education agencies;

- Identify source documentation and data sources at the State and Federal level which provide quantitative information about the structure and services of vocational education programs at the State and national level;

- Compile copies of instrumentation used in (a) planning studies of vocational education at the local and State level; and (b) survey studies of evaluations of vocational education programs.

This review of available literature and source documentation was conducted through a computer search of the ERIC and NTIS repositories; a review of dissertation abstracts, a study of literature available in the libraries of the American Vocational Association, the American Association of Community and Junior Colleges, and the National Advisory Council on Vocational Education; and through contacts with personnel at the Center for Vocational Education at Ohio State University, and the Center for Occupational Education at North Carolina State University. Also included in this literature review were the reports of Congressional hearings regarding the Vocational Education Acts (1963, 1968, and 1976) and reports and working papers relating to agency policy.

In addition, copies of all standardized Federal vocational education program reporting forms and annual reports used by the Bureau of Occupational and Adult Education/Division of Vocational Technical Education and the National Center for Education Statistics were assembled and reviewed.

Forms, reports, planning documents and related materials and other inputs which were identified and compiled as a result of these activities were reviewed for the purposes of:

- Identifying critical issues relating to the organization, structure, and operation of the State and local vocational education systems, specifically with respect to studies relating to information requirements for State and Federal planning.

- Determining the availability and access of secondary source data which could be used to address the issues of concern to this study and assembling a comprehensive library of studies dealing with the issues under investigation in this study. Specifically, this compilation of related reports was intended to provide a basis for responding to issues identified in this RFP based on secondary source data (i.e., it was intended that issues which were adequately treated in available literature could be eliminated from direct study in this project).

- Identifying specific problems associated with the acquisition of data from the population of interest to this study so that the most effective data acquisition forms and procedures could be developed for this study.

This search for available literature also sought information regarding changes which have occurred in the organization and structure of the vocational education system as it has developed subsequent to the passage of the Vocational Education Act of 1963. Such information on the background and "growth dynamics" of the vocational education system was intended to provide a basis for developing interview procedures which would enable the researchers to probe background factors (i.e., legislative changes, etc.) which have shaped the vocational education systems in each State.

In addition to reviewing literature related to the issues of interest in this study and identifying data which could be used in this study, the project endeavored to identify other ongoing studies which are intended to address issues related to those under investigation in this study. This activity was undertaken in an effort to reduce duplication of efforts as well as to fix the scope of this study more clearly by eliminating study issues that are adequately addressed in other efforts. In conducting these activities, contacts were made with personnel from several divisions within the Bureau of Occupational and Adult Education as well as the National Center for Education Statistics and the Office of Planning, Budgeting, and Evaluation. As appropriate, followup discussions were held with contractors to define the specific nature of other efforts and to provide a basis for tailoring this study to complement rather than duplicate these efforts. These contacts contributed to a reduction of several aspects of this study and were considered at several points in the refinement of study issues through the activities described in the following sections.

Discussions With Office of Education Personnel, Et Al: In addition to these searches of available literature and other documentation, extensive discussions were held with personnel from the Office of Education; with personnel from the National Advisory Council on Vocational Education; with consultants familiar with the field of vocational and technical education; and with personnel from both State and local agencies for vocational education. These discussions were intended to further identify the major issues having an impact on: the planning and financing of facilities construction; the organization, operation, and financing of vocational education; and the formulation of vocational education policy at the Federal, State, and local perspective. In particular, information was sought on:

- The specific types of information needed by (but not now available to) the Bureau of Occupational and Adult Education in responding to the questions raised by Congress and other branches of the Federal government (such as the General Accounting Office);

- The aspects of State agency planning and financing practices which are directly affected by Federal legislation.

Formulation and Review of Specific Study Requirements: The RFP for this study called for conduct of two surveys; (a) a mailed survey of local vocational education agencies (intended to provide information concerning the program characteristics of individual vocational education institutions); and (b) interviews with State educational agency personnel, the purpose of which was to identify State agency policies and practices regarding the organization, planning, and funding of vocational education programs.

While these surveys were to be administered independently, the development of the survey questionnaire and interview guide were undertaken as a joint activity. This would insure that data and information were gathered in a manner and at a level which would provide for the most efficient acquisition of data related to the characteristics of both State and local agencies, policies, and practices.

In conducting the literature review and in seeking other inputs to this study, specific consideration was given to identifying both the type of information required and the source from which information on each topic should be sought. As a result of this evaluation, it was determined that information to be used in this study could be classified in four types:

- Information about the organization of the vocational education delivery systems of each State -- information which is generally consistent across institutional types within States and, therefore, is best secured at the State level;

- Information about State policies and practices related to program planning and financing (facility construction, equipment acquisition, and the support of program operation) which are independent of local education institutions and which must be secured from the State Agencies;

- Operating characteristics of institutions which differ between institutions and which must be secured at the institutional level;

- Local practices which are dictated by State requirements and, therefore, require the acquisition of information regarding intended and actual practices from both State and local agencies.

The identification of specific study issues on which questions were to be asked of each of these populations required three activities:

- An analysis of specific information requirements to meet the objectives of this study.

- An analysis of the form in which information could be secured from each respondent universe.

- The impact which the alternative forms of data secured from different populations would have on the data analysis.

The final analysis of study issues and the development of instrumentation and a basic data analysis plan were, necessarily, undertaken in parallel. They were accomplished through formal planning sessions with OE personnel intended to define the specific scope of this study and an ongoing series of informal reviews undertaken during the course of instrument development.

The results of the literature search and initial meetings with personnel from OE regarding the major study issues identified in the RFP were refined and "operationalized" in the form of specific questions to which answers should be sought in the State and local agency survey instruments.

This list of preliminary questions -- together with an identification of specific data to be sought in the answers to each (presented in the form of preliminary answer formats) -- was formally reviewed at a two-day meeting of the project staff, study "Advisory Committee," and OE personnel. This review was intended to fulfill two purposes.

First, this review of general study issues, questions, and data formats provided for an analysis of:

- The extent to which the proposed questions addressed the general issues to be studied in this project;
- The adequacy of the questions in addressing the specific issues of highest priority interests; and
- The adequacy and appropriateness of the specific questions and answers format relative to the data and information format requirements for effective planning and decision-making.

Second, this review meeting was intended to identify new issues which should be included in the study or new topics which should be addressed within the context of issues already identified.

During this review meeting, the questions proposed for inclusion in this study were also critically evaluated and assigned priority in terms of their relationship to areas of inquiry, which were:

- Essential to know (with respect to the requirements imposed on this study);
- Desirable, but not critical to responding to the issues of concern;

- Nice to know, but of questionable real value with respect to their potential significance vis-a-vis policy questions on which further insight was to be sought in this study.

Following this review, the general scope of this study was fixed and the task of instrument development was begun.

Development of Study Instrumentation

The development of survey instrumentation included an extensive and simultaneous analysis of both survey design and data analysis requirements. The simultaneous development of survey instrumentation and the data analysis plan was undertaken for two reasons.

First, it was recognized that it was the data analysis, not the raw data itself, which was the significant product of this study. Therefore, the analytical and reporting requirements (objectives) of this study defined, in a large measure, the specific questions and question/answer format of the survey instruments. The proper structuring of individual questions could only be done in the context of the plan for analyzing the answers.

Second, because of the response time limitations imposed by OMB on the local education agency survey instrument it, became necessary to make decisions between the number of issues on which information was to be sought and the depth of inquiry into each issue. These trade-offs had to be analyzed in the context of the data analysis and reporting requirements and of the priorities of the study as a whole.

The process by which the survey instruments were developed and compromises between data requirements and instrument length were resolved are described below.

Local Education Agency Survey Instrument

At the beginning of this study it was decided that a single instrument would be used in the survey of all institutions. This decision to use only one survey instrument for all schools was based on two factors. First, it was anticipated that the CEIS/EDAC/OMB clearance process would be unnecessarily complicated if multiple instruments were to be used. Second, prior to the administration of this survey we had only extremely limited data about the individual institutions included in the universe of interest; therefore, there was no way of knowing in advance which institution should have received which instrument, had the decision been made to develop multiple instruments.

The first step in developing survey instruments was to identify, for each type of data and information sought, the institutional types (i.e., high schools, community colleges, etc.) to which each applied. This was necessary to establish the major "subsection" skip patterns to be designed into the instrument.

Following this identification of the type of institutions to which each set of questions would apply, it was necessary to identify, for each question set, the probability that it would be applicable to all institutions within an institutional type. The need for and structure of "screening/skip control" questions to divert individual institutions around questions which did not apply to them would be identified whenever appropriate. Third, it was necessary to determine, for each study issue, the amount of specific data needed to meet the requirements of the Office of Education.

Finally, it was necessary to conduct a detailed study of the structure and content requirements of each question so that questions used in the final instrument clearly and unambiguously dealt with only one issue and provided an answer format which was clearly directly related to that question. This requirement often resulted in the expansion of individual questions to be structured as multiple questions so that each would address only one point at a time.

This process of analyzing the content and structural requirements of individual questions was undertaken simultaneously with, and by design as, an integral part of the process of clarifying issues and assigning priorities as well as developing the preliminary data analysis plan. This approach was undertaken to insure the maximum benefit from this study within the limitations imposed on the administration of the survey instrument. It was made necessary by the recognition of a major conflict which existed between the allowable response burden and the time required to fully meet the data requirements of each study issue.

A fundamental design criterion for this local education agency survey instrument was the 30-minute guideline established by the Office of Management and Budget (OMB) for instrument completion. However, as study issues which had been identified in earlier activities were analyzed by the instrument design personnel, it became apparent that many issues would have to be asked as multiple questions to insure clear, valid, and reliable answers. Since any increase in the number of questions included in these instruments increased the response burden, it was necessary to conduct a continuing reappraisal of the priority of individual questions -- and even entire areas of inquiry -- with respect to the priority attached to other questions and areas of inquiry. When "conflicts" arose between increased respondent burden and priority of other questions and issues, two activities had to be undertaken.

First, the value of individual questions and areas of inquiry had to be subjected to a reanalysis with respect to its (their) overall priority.

Second, consideration had to be given to restricting the depth of inquiry required for each study issue. Such "restrictions" were analyzed in terms of both (a) the relative importance of specific questions which might be included in a "limited" inquiry, and (b) the requirements for the question/answer format compromises in other aspects of the study. That is, increases in response burden versus reduction or elimination of areas of investigation or compromises in the effectiveness of the analysis of data which might be secured in different forms were considered. At each stage of the instrument design process, OE personnel were consulted to secure their input and insure that all decisions made were consistent with their needs. As a result of these interactions, several areas of inquiry were eliminated from this study because their inclusion would compromise other aspects of the study. This program of repeated reexamination of study requirements and priorities resulted in the reconstruction and reanalysis of more than a dozen instruments before the final instrument content and format was established.

State Agency Interview Guide

The development of the State Agency interview guide was undertaken simultaneously with the local education agency survey instrument. This was done in order that study issues selected for inclusion in the LEA instrument could be paralleled with questions (of the State Agency) concerning policies and organizational relationships (both State and local) related to each issue. An additional purpose was to use the State Agency interview guide to partially address issues which, because of time limitations, could not be included in the LEA survey instrument.

The identification of State level policy and practices was regarded as an especially important objective of this study, and all information regarding the organization and administration of local delivery systems for vocational education was secured through the State Agency interviews. Thus, the development of this instrument -- and, more importantly, the interview administration procedures -- were subjected to the most detailed review and evaluation by Office of Education staff persons, project staff, and project consultants. This review was, however, generally unconstrained by the need to limit administration time to the 30-minute OMB guidelines for response burden. As a result, this interview guide was designed to be an exhaustive (to the extent required to meet the objectives of this study) investigation of topics identified for inclusion in this study.

Pretest and Instrumentation Revisions

The instrument development process described above was undertaken twice during the development of the survey instruments; once in the preparation of instruments prior to the pretest of both State and local instruments, and once following the instrument pretest.

The first phase of the instrument development activity resulted in "basic" State and local survey instruments which were pretested in September 1977 in seven local education agencies (selected to represent each of the major types of institutions to be surveyed in this study) and five State agencies.

The local agencies used in this pretest were:

- Two comprehensive high schools (one urban, one rural);

- A vocational high school;
- A large technical institute;
- A community college; and
- A shared-time vocational center.

In the pretest of the local education agency survey instrument, respondents were asked to both (a) complete the instrument (noting the completion time) and (b) critique the instrument for problems in instructions and in the interpretation of questions. Following the return of these pretest instruments, respondents were contacted by telephone to discuss the instrument and secure additional input which would be useful in the design of final instruments.

As a result of this pretest, substantial alterations were made in this instrument -- through a repeat of the activities described above -- until the final instruments were completed.

The State agency interview guide to be used in this study was pretested in interviews with the State Directors of Vocational Education in Alabama, Georgia, Maryland, and Massachusetts and the Director of the Division of Community Colleges in Florida. This pretest was intended primarily to determine the degree to which the questions, as formatted, were (a) adequate in identifying the State agency factors thought to be important to this study, and (b) appropriate in sequence and structure to provide for simple administration of the survey.

As a result of this pretest, numerous changes were made in the organization of this instrument and in the recording conventions developed for the administration of this instrument. This pretest also resulted in the identification of additional "probe" requirements which needed to be incorporated into the interviewer training instructions.

CHAPTER II

DEFINITION OF STUDY UNIVERSE AND DEVELOPMENT OF UNIVERSE DIRECTORY

Definition of Universe of Interest

The survey of local education agencies offering vocational education was initially to have been limited to a study of facility utilization and the use of Federal funds for vocational education facility construction. The analysis of these issues was to have been conducted on the basis of the responses secured from a stratified random sample of area vocational technical schools which had been constructed using funds provided by the Vocational Education Act of 1963 (as amended). The first activity undertaken in the development of this survey was, therefore, the identification of all schools qualifying for inclusion in the universe of interest to this study. The second activity was the stratification of this universe according to variables which were thought to be significant with respect to the utilization of facility resources.

The first problem addressed in the identification of schools to be included in this universe was the derivation of a definition of the "universe" of interest.

Given that this study was to be a study of "area vocational schools," there existed two possible definitions of this universe. This universe could be defined as either:

- All schools designated as "area vocational schools" by the individual States; or
- All schools meeting the definition of "area vocational schools" specified in the Vocational Education Act of 1963. That is,

  (a) A specialized high school used exclusively or principally for the provision of vocational education;

  (b) The department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields;

  (c) A technical or vocational school used exclusively or principally for the provision of vocational education; or,

  (d) The department or division of a junior college or community college or university which provides vocational education in more than five different occupational fields.

In considering the alternative definitions for the universe of interest, several significant factors were considered. First, it was recognized that the criteria used by States for designation of an institution as an area vocational school are not uniform across all States. That is, a school which might be designated as an "area vocational school" in one State might not qualify for such a designation in another. Further, even within States, similar types of institutions might be treated differently based on factors such as State legislative provisions, State Agency policy, and institutional differences which are independent of the educational programs they offer.

Further, it was recognized that Vocational Education Act funds are, in most States, used to fund the operation of vocational education programs in both schools which are and schools which are not "designated" area vocational schools. In some instances, provisions for the expenditure of Vocational Education Act funds are the same for all institutions offering vocational education. In some instances these provisions differ for different types of institutions, even for different types of designated area vocational schools within the same State. In fact, in many States, the concept of a designated "area vocational school" has no significance at all. Either (a) all schools receiving Federal funds are (by definition) designated area vocational schools -- independent of other criteria or characteristics of operation, or (b) construction and program funding procedures are uniform for all vocational education facilities and programs in all institutions making the concept of a designated area vocational school inconsequential.

A recognition of these factors implied three problems which had an impact on the final choice of the definition of the universe of interest to this study.

First, a study limited to designated area vocational schools could -- at the national level of aggregation -- result in a comparison of institutions which are inherently different, having in common only the fact that they were all designated area vocational schools. Therefore, it was recognized that a study of such a subset of institutions would lead to an incomplete, and potentially misleading, representation of the characteristics of the nation's vocational education system as a whole.

Further, it was suggested that there might be other differences between institutions which are designated as area vocational schools and other, otherwise similar, institutions which are not so designated. Since an objective of this study was to provide a basis for Federal legislation and policy decisions, it was considered important to identify those differences which might be significant in the formulation of such legislation and policy.

Finally, it was also recognized that the expansion of vocational education programs which has resulted from the Vocational Education Act of 1963 has not been limited to designated area vocational schools. Rather, the success of institutions initially established as a result of the use of

Federal funds for the instruction of area vocational schools has led to a substantial expansion of vocational education in other institutions. In many States it has led to legislative action which provided for increased State funds for the construction and equipping of vocational education facilities in institutions other than area vocational schools. Thus, the Federal legislation has clearly had an impact on the expansion of vocational education facilities and programs in many institutions other than those designated as area vocational schools.

The rapid increase in vocational education programs has resulted -- both directly and indirectly -- from the expenditure of Federal funds on new facilities. In many States, this has meant that Vocational Education Act funds which were initially used to expand the availability of vocational education through the construction of new facilities have had to be diverted to the support of program operations in many institutions other than designated area vocational schools. The general objectives of this study were to determine how States have expended Vocational Education Act funds for construction and the reasons for changes in construction expenditure patterns in the States since the passage of the Vocational Education Act of 1963. Thus,it was recognized that it would also be necessary to know how the overall demands on Vocational Education Act funds have changed. This objective led to a recognition that information regarding the expansion of the total system of vocational education would have to be secured and analyzed.

As a result of these considerations, it was decided that the universe of interest for this study would be all schools qualifying for designation as area vocational schools according to the definition of area vocational schools set forth in the Act but with the following additional provisions.

First, the intent of the "five program" criterion for designation as an area vocational school, as specified by the Act, was interpreted (based on a reading of Congressional hearing reports) as an effort to insure a minimum diversity of occupational preparation opportunities to students in each school. Since a school offering five or more programs of study in one instructional area was considered not to meet this Congressional intent, it was decided that only schools having shop/laboratory facilities for five or more different program areas would be studied. (That is, "facilities" were used as a surrogate measure for programs for purposes of this study).

Second, a comparison of selected characteristics of designated versus undesignated area vocational schools within each classification of institution (i.e., high schools, community colleges, etc.) was deemed to be an important aspect of this study. This need clearly suggested the need to include in the universe all secondary schools (both comprehensive and vocational high schools and area centers) and all two-year postsecondary institutions (community and junior colleges and technical institutions, etc.) meeting the definition of the Act.

However, the inclusion of universities and university-administered institutions offering vocational education in branch campuses, as well as two-year programs offered on university campuses, presented a different problem.

Specifically, the total number of secondary and independent two-year postsecondary institutions qualifying for inclusion in this study universe -- both those designated and those not designated as area vocational schools -- were reasonably well distributed across States. However, the designation of university-administered programs as "area vocational schools" is limited to relatively few States. Little value was seen in gathering broad data on college- and university-administered vocational education programs solely for purposes of studying the differences in such systems. This problem was resolved by deciding to include in this study universe only those college- and university-administered vocational education systems administered as "designated area vocational schools" in institutions of higher education, and to exclude all other vocational education programs administered on-site in such institutions or through branch campuses directly under the control of such institutions of higher education.

The final definition of the universe of interest for this study was then:

> .....All public secondary, and two-year postsecondary institutions having five or more shop/laboratories/classroom facilities in different program areas in vocational technical education and administered by a public school system or as free-standing two-year postsecondary educational institutions or systems.

Specifically excluded from this study were, as was previously identified, institutions administered directly by, or as a branch campuses of, institutions of higher education. Institutions (including two-year postsecondary institutions) operated under the aegis of a Board of Higher Education, but not as an adjunct of a higher education institution, are included in this study (i.e., community college systems administered under a State Board of Regents, etc.).

Development of Universe Directory

From the beginning of this study, it was expected that the operating characteristics of schools offering vocational education programs would differ based on a variety of institutional variables, not the least of which would be:

- The type of institution (i.e., comprehensive high school, vocational high school, vocational center, technical institute, community college, etc.);
- The size of the institution;
- The type of region or population served (i.e., urban, suburban, rural, etc.).

It was also recognized that a variety of other stratifying variables, such as the type of programs offered and the institutional governance structure, might also have a significant impact on the operating characteristics of an individual institution and on the manner in which it utilized facilities. However, the institutional characteristics cited above were regarded as the minimum characteristics which should be used for the subclassification of the universe for purposes of stratification and sampling.

The second activity undertaken in this study was, therefore, to identify information sources which would:

- Provide a basis for identifying all institutions of interest in this study; and
- Provide information about institutions which would permit the stratification of the universe for the purpose of drawing a sample for study in this project.

This activity called for a comprehensive review of available data and information on vocational institutions and institutions with vocational education programs. The conduct of this search led to the identification of a serious gap in available data and ultimately led to an intensive effort to compile a directory of all institutions meeting the definition of the universe of interest of this study. These activities are described in detail in the following topics:

Compilation of Directory Universe Information

The compilation of the directory/universe for this study was begun with a review of available data within the Office of Education. In the course of this search, a review was conducted of such documents as: the Directory of Area Vocational Schools, compiled by the Bureau of Occupational and Adult Education; the Directory of Secondary Schools with Occupational Curricula (1971), and the Directory of Postsecondary Schools with Occupational Programs (1975), compiled by the National Center for Education Statistics (NCES), and various other directories of public schools compiled by the Office of Education. In addition, the project team directories were secured from such associations as the American Association of Community and Junior Colleges. Contact was also made with several commercial firms whose business is the compilation of mailing lists for various purposes and which were known to maintain information on educational institutions.

This search revealed two important problems relating to the adequacy and accuracy of available data and information from which a directory/universe could be compiled.

First, it was determined that there did not exist, at the time this project was initiated, any comprehensive source of information which contained institutional data of the type necessary to stratify the universe of schools for purposes of drawing a sample.

Second, those lists which were available, both within and outside the Office of Education, were found to be (a) incomplete with respect to data they did contain; (b) lacking in data needed for this study; and, as subsequent evaluation revealed, (c) inaccurate in many respects. It was determined, therefore, that available data sources did not provide sufficient information about institutions and the populations they serve to provide a basis for stratifying the universe for purposes of drawing a sample.

Further, most available data were determined to have quality limitations which, in the view of the study team, precluded drawing a valid sample from strata populations. Specifically, a comparison of data available from different sources -- but purporting to describe the sample population -- revealed serious inconsistencies in the data contained in available directories and institutional listings. Examples of such differences range from instances in which the same institutions were identified (in separate directories) as different types of institutions, (i.e., in one directory an institution might be identified as a comprehensive high school while in another might be classified as an area vocational school), to more serious differences involving the reporting of totally different instructional programs for the same institution. These observations raised questions regarding both the quality of data contained in the individual directories and the completeness of data contained in each. The identification of these inconsistencies also presented the problem of determining which list contained the correct data.

The problems presented by these findings led to the decision that the scope of this study would be expanded to include the compilation of a directory which would be an assembly of institutional data gathered in a consistent format from all institutions meeting the definition of universe of interest determined for this study. Since the acquisition of these data necessitated the conduct of a census, rather than a survey, of all schools meeting the "universe" definition for this study, the scope of this study was expanded to include a census rather than a sample of these schools.

Since it was found to be impossible to resolve the differences identified in the various school lists without making direct contact with each school, it was decided that this directory/universe would be developed in two steps. First, an initial directory/universe for this study would be developed which would include all institutions on all available lists which identified schools which appeared to meet the definition of interest of this study. Then, following the completion of this study, those institutions which were found not to meet the criteria for inclusion in this universe would be deleted from the directory, leaving the directory of all schools meeting the definition of institutions of interest. It thus became necessary to compile a single "master directory" containing information from all available directories. The procedures used in compiling this initial directory/universe list are described below.

Initial Development of Master Directory/Universe List

The development of the initial master directory/universe list was based on three primary data sources: (a) *Directory of Secondary Schools with Occupational Curricula*, compiled by the National Center for Education Statistics; (b) the directory of community and junior colleges, maintained by the American Association of Community and Junior Colleges; and, (c) data provided by State Agencies for vocational education and other State and local education agencies. The procedures used in compiling and blending the mailing lists and institutional information available from these sources are described in the following paragraphs.

NCES Directory: In reviewing the *Directory of Secondary Schools of Occupational Curricula*, it was recognized that this directory contains only information about the *programs* which were offered in institutions. Therefore, in order to use this list to identify schools of interest to the study, it was necessary to make a number of simplifying assumptions concerning the translation of programs into facilities. In identifying, from the NCES Directory, the schools of interest to this study, the following procedures were used.

First, it was decided that non-occupational programs in home economics would not be counted in the development of this directory. While the reasonableness of this assumption is subject to debate, discussions with staff persons from several agencies within the Office of Education resulted in the conclusion that, for purposes of this study and the directory which would result from it, such a simplifying assumption is appropriate. Thus, all programs identified in the NCES directory as EO-1 through EO-9 were ignored.

Second, it was decided that programs listed in agriculture, distributive education, and health would not be counted individually, but, rather, that the facilities "count" for each institution would be credited with one facility for each *program area* -- independent of the number of programs identified for each. This decision was based on the assumption that, while several programs of instruction might be offered, it is most probable that, at the secondary level, *most* institutions offering multiple programs in these fields would offer them *in a* single shop/laboratory facility. Therefore, the existence of multiple programs would not reflect multiple facilities which should be counted towards the total count used in identifying individual institutions for inclusion in this study universe. While it is recognized that this assumption is not true for all schools, contacts with a (nonstatistically valid) sampling of institutions suggested that such an assumption would not compromise the value of this effort with respect to its primary objectives. However, as discussed in a later topic, this assumption does introduce a limitation to the directory which has been produced as a result of this effort.

Further, in reviewing program offerings in business, it was felt that many of the reported programs were offered as *courses* and not as programs of instruction. Therefore, in developing the count of facilities/programs in business and office occupations, the program offerings identified in the NCES directory were "collapsed" via the stipulation that only those institutions which offered at least typing and accounting and stenography would be recognized as having a bona fide program in business and office occupations. While these courses might be (and probably are) offered in separate facility spaces, the existence of these three programs in combination was counted as one towards the five necessary for inclusion in this study universe. Only "business data processing" was counted as an individual program (and facility) towards the total facilities/program count. As with other assumptions, this assumption introduces an additional error into the final count of schools reported and the directory compiled as a result of this study. While such an error is regarded as acceptable within the scope of this study, it imposes a limitation which must be recognized by future users of this directory.

All programs in "technical" and "trade and industrial" education were counted individually inasmuch as these programs are generally offered in separate shop/laboratory/facilities.

Using these assumptions, the NCES computer tape of the secondary schools with occupational curricula was searched and a count of vocational programs in each institution was made. From this list, all institutions having a count of five or more were extracted to produce the basic listing of secondary schools meeting the requirements of the definition of the universe of interest in this study.

AACJC Directory: The directory of community and junior colleges, provided by the American Association of Community and Junior Colleges (AACJC) contains no information about the number of vocational programs in each institution. As a consequence, it was decided to include the entire mailing list of public institutions identified in this directory in the basic mailing list for this study. This data source then provided the basic listing of postsecondary institutions for this study.

State/Local Education Agency Sources: Data secured from the NCES and AACJC directories were supplemented with data secured through direct contact with State and local education agencies as described below.

First, all State agencies for vocational education, both secondary and postsecondary, were contacted by letter and telephone and asked to provide updated mailing lists of all schools having five or more programs in vocational education. This procedure was necessary for two reasons. First, the Directory of Secondary Schools of Occupational Curricula was compiled in 1971, based on data from 1970 and in some instances 1969. Therefore, it was assumed that, in many States, additional schools would have been constructed which would have to be added to the mailing list compiled on the basis of this directory. Second, it was recognized that the NCES Directory was incomplete for many States in that there existed many institutions of vocational education which, for a variety of reasons, had not been included in the NCES Directory.

While, in most instances, this request necessitated a special compilation of data, especially regarding high schools, most State Agencies provided the requested data as either computer printouts, general school listings, or lists prepared specifically for this study. Some State Agencies, however, were able to provide the requested information only for designated area centers and several States were unable to provide the requested listings due to the absence of the requested data or the limitations of their data systems which precluded access to such data without a substantial burden on the staff of the State Agency.

In States where the State Agencies did not provide updated directories prior to the initiation of the local agency survey component of this study, these school lists were sought at the time of the State visits conducted as a separate componenet of this study, and these schools were added to the directory as data became available.

In several instances, States were only able to provie lists of districts in which five or more programs were offered. In these cases, telephone calls were made to the school district to identify individual institutions to be included in the directory/universe list.

The mailing lists provided by the individual State Agencies were used to supplement the initial NCES and AACJC listings. Schools identified in these State lists were compared to those on the list created from the NCES tape and AACJC directory and schools which had not initially been included in this directory were added.

In addition to contacts with State Agencies, a special effort was made to identify schools in urban areas which met the definition of interest to this study. To accomplish this, lists of schools in 50 of the largest urban areas were produced from the basic mailing list which had been created for this study through the procedures described above. For any city in which two or more schools were identified, a list of these schools was mailed to the Director of Vocational Education for the city with a request that s/he review and, as necessary, update the list and return it for incorporation in the master directory.

For large cities which did not respond to this request, as well as the cities for which one or no schools were identified, an attempt was made to contact the vocational education directors by telephone to secure complete information on schools in their cities.

Table I summarizes the data sources used in assembling the directory list for each State, while Table II lists the cities with which contact was made in the development of these lists.

Table I

Sources of Data Used in Compiling Initial School Mailing Lists

TOTALS	NCES Directory (Secondary)	AACJC Directory (Postsec.)	High Schools (5+ programs)*	Area Voc. Technical Schools*	Postsecondary Institution (5+ programs)*
1. Alabama	x	x	x	x	x
2. Alaska	x	x		x	x
3. Arizona	x	x	x		x
4. Arkansas	x	x	x	x	x
5. California	x	x	x		
6. Colorado	x	x	x	x	x
7. Connecticut	x	x	x		
8. Delaware	x	x		x	x
9. Dist. of Columbia	x	x			
10. Florida	x	x	x	x	x
11. Georgia	x	x			
12. Hawaii	x	x	x		
13. Idaho	x	x	x	x	x
14. Illinois	x	x	x	x	
15. Indiana	x	x	x		x
16. Iowa	x	x	x		x
17. Kansas	x	x	x	x	x
18. Kentucky	x	x	x	x	x
19. Louisiana	x	x	x		x
20. Maine	x	x	x	x	x
21. Maryland	x	x	x	x	x
22. Massachusetts	x	x	x	x	x
23. Michigan	x	x	x	x	x
24. Minnesota	x	x	x	x	x
25. Mississippi	x	x		x	x
26. Missouri	x	x	x	x	x
27. Montana	x	x		x	x
28. Nebraska	x	x	x	x	x
29. Nevada	x	x	x	x	x
30. New Hampshire	x	x	x	x	x
31. New Jersey	x	x	x	x	x
32. New Mexico	x	x	x		x
33. New York	x	x		x	x
34. North Carolina	x	x			x
35. North Dakota	x	x	x		x
36. Ohio	x	x	x	x	x
37. Oklahoma	x	x	x	x	x
38. Oregon	x	x	x		x
39. Pennsylvania	x	x	x	x	x
40. Rhode Island	x	x	x	x	x
41. South Carolina	x	x	x	x	x
42. South Dakota	x	x	x	x	x
43. Tennessee	x	x	x		
44. Texas	x	x			x
45. Utah	x	x			
46. Vermont	x	x	x		x
47. Virginia	x	x	x	x	
48. Washington	x	x	x		x
49. West Virginia	x	x	x	x	x
50. Wisconsin	x	x	x		x
51. Wyoming	x	x			x
52. American Samoa	x				
53. Guam	x				
54. Puerto Rico	x				
55. Trust Territory	x				
56. Virgin Islands	x				

* Provided by State Agencies.

Table II

Cities Contacted to Secure Lists of Schools

Akron*
Albuquerque*
Atlanta
Baltimore*
Birmingham*
Boston**
Cleveland*
Chicago
Cincinnati*
Dallas*
Dayton*
Denver*
Detroit
Fort Lauderdale**
Kansas City
Hartford*
Houston*
Indianapolis
Los Angeles*
Long Beach*
Madison
Memphis*
Milwaukee
Minneapolis
Nashville*
Newark**
New Orleans**
New York*
Oakland
Oklahoma City*
Omaha*
Pittsburgh*
Phoenix*
Philadelphia*
Portland*
Rochester**
Sacramento*
San Antonio*
San Diego
San Francisco**
Saint Louis
Seattle*
Syracuse**
Tulsa
Toledo**
Washington
Wichita*
Wilmington

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*Cities from which additional lists were secured -- i.e., where lists from other sources were incomplete.

**Cities from which no additional information could be obtained.

(No asterisk indicates lists were accepted as correct.)

In addition to contacts described above, institutional information was sought from the schools themselves. Since it was recognized that many of the data sources used in compiling the basic directory for this study identified *institutions* and not individual campus sites, a question included in the local agency survey instrument sought to identify all sites for each institution. When completed instruments were received from each institution, answers to this question were compared with the basic mailing list and all campus sites not previously identified were added to the directory and mailing list.

Revision of Universe/Directory

Following the completion of the local agency survey component of this study, all institutions which did not meet the criteria established for this study -- a "check off" list of which was included in the survey instrument -- were deleted from our list. This resulted in a final directory of institutions and campus sites which met the criteria previously described. In total, 24.4 percent of the 9,581 included in the initial directory/universe for this study were identified as not meeting the criteria established for inclusion in the local education agency universe on which the final report of this study is based.

Limitations of Directory

As a result of the initial problems encountered in the assembly of directory information and the significance attached to the directory, its development has been subjected to an ongoing review of the content and quality of the data contained therein. Nonetheless, there are several inherent limitations in this directory. These limitations are discussed below.

Limitations on Application of Directory

First, it must be recognized that the universe directory resulting from this study is limited to those institutions meeting the specific definition of this study universe as presented previously. Because of the "five-facility" caveat applied to the definition of an area vocational school, this directory cannot be considered to include all schools meeting the literal definition of area vocational schools as presented in the Act.

Second, institutional data contained in this directory are limited to facility data only. No information is contained on the programs offered in these institutions. While facility data may reasonably be used to imply the availability of certain programs, in many -- if not most -- institutions, many different courses and programs of instruction may be offered in an individual shop, laboratory, or classroom facility. Therefore, the use of this directory as a basis for studying the availability of specific vocational education programs is not valid.

Technical Limitations of Directory

In addition to these two structural limitations to the directory, there exists a number of technical limitations which were introduced in the development of this directory or which were the results of basic limitations in the accessibility and form of available data. These limitations are discussed below.

First, as has been previously discussed, the procedures used in extracting the schools of interest to this study from the 1971 NCES Directory have introduced a number of potential sources of error. For those schools ultimately included in the basic directory listing for this study, errors introduced by the assumptions previously discussed have been corrected by the compilation of actual facility information. However, the assumptions made in the development of this list from the NCES list may have resulted in the elimination of schools which might otherwise have qualified for inclusion in this listing. Inappropriate deletions from the NCES listing will have been corrected with additions following the addition of lists provided by the States; the fact that many States could not provide such lists suggests that, for these States, such schools may have been lost to this study.

Second, further study of the schools identified in the NCES list and included in this study has revealed that many of the schools initially identified for inclusion should not have been included but were included (because the data reported for these schools in the NCES directory were incorrect). However, there is no way of determining which schools were eliminated from initial inclusion in this list by virtue of similar erroneously reported data (i.e., they should have been included but were not). It must, however, be assumed that many other schools on which data are reported in the NCES Directory are misrepresented and that these schools continue to be missing from this study directory.

While it may be argued that schools which were eliminated in this initial procedure (i.e., from the NCES directory) would have been identified and "reincluded" as a result of other mailing lists generating activities, there are questions regarding the basis on which data reported by the States were compiled. These questions raise additional concerns as to the adequacy and accuracy of such source data.

Specifically, it is recognized that many States maintain data only on vocational education programs which are funded with Federal and State funds. Any schools in these States which offer vocational education programs not funded with Vocational Education Act or State funds may be either (a) unknown to the State Agency, or (b) unreported by the State Agency. Thus, school lists provided to us by the State Agencies and based on the number of reported vocational education programs might not, for instance, include schools having five or more programs. Instead, they might include schools for which only four or fewer programs are funded with Federal and State funds through the State Department of Vocational Education.

Further, a comparison of the school lists provided to us by the directors of vocational education for the large cities did not, in all instances, correspond to the lists of schools in those cities which were provided to us by the State Departments of Vocational Education. This was not an unanticipated problem inasmuch as, in some States, large city school districts are reported as the vocational education programs in their entirety and not on a school-by-school basis for State purposes. Thus, data reported to the State Agencies on individual institutions may be inaccurate.

Since discrepancies have been found between the listing provided by the large cities and the State Vocational Education Agencies in some States where the large cities are located, the question remains as to the degree to which schools located in cities not contacted in the mailing list compilation phase of this study have been omitted from this universe/ directory.

Finally, a sample comparison was made of the programs attributed to institutions in the NCES Directory of Secondary Schools with Occupational Curricula with the listings of programs provided by State Agencies (in those instances where school program data were provided). This comparison revealed a (limited) number of instances in which the NCES directory-identified schools had fewer programs than were reported by the State as well as several instances in which this directory attributed to some schools a substantially larger number of programs than were reported by the State. Such inconsistencies between school data provided by the States and the data reported in the NCES directory reinforces the suspicion that there may be additional institutions which could qualify for inclusion in this directory but which were not identified through the procedures employed in this study.

CHAPTER III

SURVEY METHODOLOGY

The following sections describe the procedures employed in the conduct of the survey of State and local education agencies.

Conduct of Local Vocational Education Agency Survey

The mailed survey of local education agencies was conducted over a seven month period in two phases: (Phase I) a survey of approximately 1,300 institutions; and (Phase II) the survey of the remaining 8,300 institutions identified for inclusion in this study.

Development of Field Advocacy and Support

Since the universe for inclusion in this survey represented approximately 9,500 schools and because schools have become overburdened with surveys, it was recognized that a strong base of support was essential to the success of the survey of local education agencies.

In order to develop the broadest possible support for the local education survey, an ongoing program of State and local contacts was undertaken to keep critical personnel informed of and involved in the development, schedule and survey administration procedures in each State. This program of contacts began in the early stages of the study with letters being sent to:

- State Directors of Vocational Education;
- Chief State School Officers;
- CEIS Coordinators; and
- Regional Offices of the Office of Education.

This first letter announced the contract award and described the study objectives and basic survey procedures to be employed.

During the evolution of this study, additional contacts were made with the State Directors of Vocational Education and with many of the Large City Directors of Vocational Education to keep them informed and to elicit their support for the LEA survey. These contacts by the project team included both letters describing the status of the study and telephone contacts to discuss specific problems associated with the administration of the local survey within their State.

These contacts by the project team were augmented by letters from the U.S. Office of Education to State Agency personnel requesting their support for this study. CEIS coordinators for each State were contacted by letter by Dr. John W. Evans, Assistant Commissioner for Planning, Budgeting, and Evaluation in the Office of Education to solicit their support. Simultaneously, all Chief State School Officers were sent a letter from Dr. Ernest Boyer, U.S. Commissioner of Education, requesting their support in the administration of this survey. Finally, all State Directors of Vocational Education were sent a letter by Dr. Charles Buzzell, (Acting) Associate Commissioner for the Bureau of Occupational and Adult Education requesting their participation in this study. These letters resulted in a significant amount of State and local support and assistance.

Local Education Agency Data Collection

While, for the most part, Phases I and II of this survey were administered according to the same procedures, differences in the universes of institutions included in each phase and a "snowballing" of field support resulted in minor differences in the conduct of the two phases. The discussion presented in the following sections describes the general procedures employed in both phases. Where appropriate, there is an indication of any special procedures employed in the data collection effort in either phase of the survey.

Data was collected over a seven-month period. The data collection schedule is presented in Figure 1. It should be emphasized here that in the majority of schools the schedule was followed as closely as possible. In some cases, however, the schedule was adjusted to add schools learned about in our State Agency visit program or to coordinate with the schedule of an agency or school district willing to help in administering the questionnaire.

General Survey Procedures

The survey of the approximately 9,600 institutions identified for inclusion in this study involved up to three different attempts to elicit the participation of a school:

- An initial certified letter and copy of the questionnaire which took approximately 40 minutes to self-administer;
- A mailgram and a second questionnaire to nonrespondents;
- A 30-minute key item telephone followup to nonrespondents.

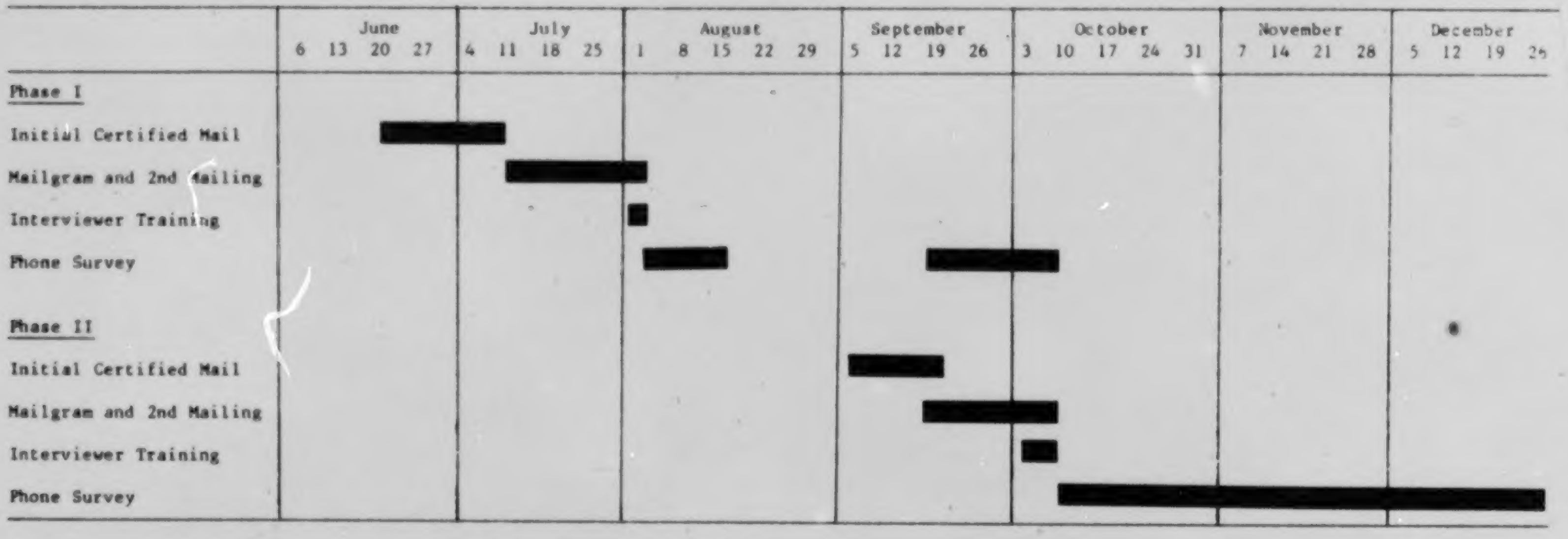

Figure 1. Data Collection Schedule

The initial certified mailing to all schools included a cover letter (Appendix A) describing the purpose of this study, a copy of the survey instrument (Appendix B), and a pre-addressed postage paid envelope for returning the completed instrument.

Three weeks after the initial mailing, all institutions from which responses had not been received were sent a milgram, (Appendix C) which indicated that their completed instrument had not been received. This mailgram was sent over the signature of Dr. John W. Evans, Assistant Commissioner for Planning, Budgeting and Evaluation of the U.S. Office of Education. Simultaneous with the mailgram, a questionnaire, cover letter and pre-addressed postage-paid return envelope were mailed under separate cover.

Three weeks after the mailgram and second mailing, a telephone followup was initiated to contact all respondents who had not responded to the two mailings. At this time a "key item" version of the survey instrument was administered over the telephone. Inasmuch as a "pretest" of the telephone administration of the entire mail questionnaire was found to be excessively time consuming, the telephone followup was based on a "key item" version of the instrument (Appendix D) which took approximately 30 minutes to administer. This "key item" version was limited to questions that were either (a) essential to the development of the total universe directory (such as school type and programs offered) and which would be required in the development of a stratified sample for future studies of vocational education (such as population served and facilities for the delivery of vocational education) or (b) of the highest analytical priority of this study such as receipt of funds. The telephone interviews were conducted from our central telephone facility. Twenty (20) interviewers were trained by the project field director and telephone supervisor using standardized training materials prepared in consultation with the project director.

Phase I

Phase I was conducted during the Summer of 1977. It included respondents from approximately 1,300 community colleges and selected other postsecondary institutions in all States except New York, New Jersey, and Oklahoma. In addition, secondary schools in New Jersey, Delaware, and Florida were also surveyed. All general survey procedures were employed. In addition, the first mailing to all community colleges and postsecondary institutions was paralleled with a letter from Dr. Edmund Glazer, President of the American Association of Community and Junior Colleges, endorsing this study and requesting the participation of the respondent institutions. Phase I was intended to meet five objectives as follows:

- Provide an opportunity, beyond the pretest of nine LVEA's, to identify any problems encountered in the survey instrument such as respondents having difficulty answering or interpreting a question.

- Test all components of the survey operations including mail out, phone survey, receipt procedures and coding and editing materials.

- Test the effectiveness of the training programs by which interviewers were trained to conduct telephone followups and by which coding and editing personnel were trained to process instruments returned from the schools.

- Provide a base of "real" data to be used in the final development and testing of (a) data processing programs which were to be used in the automated editing of raw data; (b) data processing programs which were to be used in the analysis and tabulation of survey data.

- Verify initial estimates of response rates, instrument coding and editing time, telephone followup time, etc., as a basis for final budget analysis.

As a result of Phase I, several alterations were made in the survey instrument to clarify instructions. Minor alterations were also made to the coding and editing manuals and training program for telephone (followup) interviewers. Such changes were, however, minor and represented no change in the general survey administration procedures.

Phase II

Phase II was initiated in September, 1977. This phase of the survey included approximately 8,300 postsecondary institutions and secondary institutions not included in Phase I. In addition, before the phone survey component of this phase began, all Phase I institutions that were not reached during the summer were recontacted by telephone.

As previously discussed, the survey administration procedures employed in this study were developed in cooperation with State and local education agencies. Thus, while the major portion of this survey was conducted according to the general procedures described above, variations to the general procedures were developed for use in several States and large cities. These special cases are described below:

In 23 States, the State Directors of Vocational Education, and/ or CEIS representatives, agreed to undertake the administration of the survey within their States. This administration of the local agency survey instrument through the various State agencies took several forms:

- In 21 States, the first mailing was made through the State Directors of Vocational Education or CEIS Coordinator's Office.

As agreed to by the States, Westat followed up nonrespondents using the procedures identified in the general procedures section.

- In two States, the State agencies undertook the entire administration of this instrument, including followup, and accepted total responsibility for the acquisition of data, and the return of all instruments to Westat.

- In one State, the State Director and CEIS coordinator declined to permit the administration of this instrument to all schools within their State, but, as an alternative, agreed to provide this study with all available information on the basis of data available at the State level. In this case, the State developed special computer programs which prepared reports on individual institutions, providing answers to the majority of the most significant questions on which information was sought in the study.

As a result of contacts with large city directors of vocational education, it was determined that 10 city directors would administer this instrument themselves. In these instances, all instruments for their schools were transmitted to the director of vocational education for the city, who, in turn, administered the instrument to the individual schools within his jurisdiction. This administration of the survey instrument took two forms.

- In six of the large cities, the survey instrument was transmitted to each of the vocational schools in the system for completion and return to the large city director who, in turn, transmitted the completed instruments to Westat for processing.

- In four cities, the large city directors indicated that answers to a large percentage of the questions would be the same for all schools in the system inasmuch as they were all governed by the same administrative policies. In these instances, one "master" instrument was completed for the system for all those questions which applied to all institutions, and individual institutions were required to complete only those portions of the instrument which were unique to the individual institution. The "master" instrument and all other instruments were then returned to Westat and the Westat staff assumed the responsibility of transferring the answers from the master to the individual instruments for coding and processing.

In addition, there were numerous States that did not administer the survey through their offices but lent endorsements to the study in the following ways:

- Thirteen State Directors and two State Superintendents of Education provided letters of endorsement which were included in our first mailing to the schools.

- One State Director sent a separate letter of support to schools in his State.

- Two State Directors authorized Westat to reference their support and identify a State agency contact in our letter.

- Twenty-two States in which a State Agency administered the survey added a letter of support with their transmittal of the survey instrument to their schools.

Response Rates

As previously mentioned, a concerted effort was made throughout the study to keep State and local vocational education agencies informed of study progress and involved in procedures for the administration of the survey instrument in their State or city. It is thought that these efforts significantly contributed to the high response rate of the survey.

At the end of the complete survey, the responses were as follows:

Table III

Response Summary, Phases I & II

Responses:		
"In Sample"[1]		6,709[3]
Mailed Responses		2,582
Telephone Responses		4,127
"Out of Sample"[2]		2,385
	Subtotal:	9,094
NonResponses:		
Respondents not Available		27
Refusals		462
	Subtotal:	489
TOTAL UNIVERSE		9,583

[1] "In-Sample": Schools meeting study design criteria specified in Chapter II.

[2] "Out-of-Sample": Schools not meeting study design criteria specified in Chapter II.

[3] Data processing problems of a subcontractor lowered the number of institutions which could be used in the technical analysis of survey results (reported in Volume i) to 6,693.

Table IV

Response Rate Analysis, Phases I & II

Total Mailing Universe	9,583
Total Responses	9,094
Study Universe (9,583-2,385 "Out of Sample")	7,198
"In-Sample" Responses	6,709
Overall Response Rate (9,094 ÷ 9,583)	94.9%
Study Universe Response Rate (6,709 ÷ 7,198)	93.2%

Of the 6,709 complete and partially completed institutions 2,582 or 38.5 percent were received through the mail and 4,127 or 61.5 percent were obtained over the phone.

The 462 refusals were distributed across all States; however, urban areas in which the school system as a whole chose not to participate in the study accounted for approximately 70 percent of refusals. A total of 78 refusals came from Puerto Rico, where there may have been a language barrier and where no telephone followup was undertaken.

As previously mentioned, State and local vocational education agency support and involvement significantly contributed to the overall response rate of the survey. However, since State and local schedules for involvement did not always coincide with the field operation schedule, it is difficult to assess the impact of each of the general field procedures. Once Phase II got under way, all of our general procedures were in effect simultaneously.

Phase I conducted during the summer had fewer special procedures and basically flowed from one general procedure to another. It is, therefore, worthwhile to look at the response rates at various stages of Phase I to perhaps learn something more about effective methods of achieving high response rates from school personnel. We can only assume that the combined Phase I and Phase II 94 percent response rate was also effected by our procedures as was Phase I.

The schedule of summer general procedures was as follows:

- June 27, 1977: Certified letter and questionnaire to 1,277 institutions.
- July 7, 1977: Dr. Glazer letter to 1,111 institutions (1,108 non-respondents plus three new schools added to list).
- July 18, 1977: Mailgram to 1,025 non-respondent institutions.
- August 8th through August 20th: Phone survey to 648 non-respondent institutions.

The response rate for each of the Phase I methods is presented in the following table. Note that these figures assume that all non-respondents responded to the procedure made just prior to their response, rather than to an earlier procedure or a combination of procedures. It is also important to emphasize that the two-week pilot phone survey was not intended to close out all cases. It was, rather, a test of the phone procedures and effectiveness of the survey questionnaire over the phone. Thus, while the percentage of completes as a result of each phase adds to 100 percent of all completes during the summer, the summer survey total completes were only 73.5 percent of the universe for the summer. The responses from the remaining institutions were received in the mail in early fall or contacted over the phone before the Phase II phone survey began. The response rate for Phase I was thus comparable to the overall response rate of 93 percent. It is interesting to note, in Table V, that the mailgram used in this study appeared to have a significant impact on respondents.

Table V

Phase I Survey Response Rates

Description Categories	1st Letter 6/27-7/6 N=1,277	Glazer Letter 7/7-7/15 N=1,111	Mailgram 7/16-8/7 N=1,025	Phone Survey 8/8-8/20 N=648	Summer Survey Totals
Responses					
Complete	127	73	309	294	803
Partial Complete	2	0	8	1	11
Subtotal	129	73	317	295	814
Non-Response					
Unavailable	1,108	1,021	648	286	286
Refusal	0	1	1	4	6
Subtotal	1,237	1,095	966	585	1,106
Non-Sample	40	16	59	75	190
Total	1,277	1,111	1,025	660	1,296*
Response Rates for Each Procedure**	$\frac{129}{1,237}$ = 10%	$\frac{73}{1,095}$ = 7%	$\frac{317}{966}$ = 33%	$\frac{295}{585}$ = 50%	
Phase I (Summer) Response Rate - Total					$\frac{814}{1,106**}$ = 73.5%

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* The original N of 1,277 and the total of 1,296 don't agree as 19 schools were added during the survey.

** In calculating response rates non-sample schools were excluded from the numerator and denominator and a partial complete was considered a positive response.

Of the total completed responses during Phase I, 64 percent (519) were completed by mail and 36 percent (295) over the phone.

Receipt Control and Data Preparation

Survey instruments received from local vocational educational agencies or obtained over the phone were subjected to a four step "receipt control and data preparation" process prior to incorporation into the data base on which all data analysis and tabulation was performed. This process included:

- Receipt control and scan edit;
- Manual coding and editing;
- Data retrieval; and
- Automated machine editing.

Figure 2 on the following page shows the general relationship of the components of the data preparation system while the specific components of the system are described below.

The compilation of a comprehensive mailing list, as discussed in Chapter II of this report, was the starting point for the mailout and receipt control system. A computerized file of all schools to be included in the survey was created. The file generated mailing labels and receipt control documents. The receipt control system had two major components: A master receipt log in which the institutions were listed sequentially by ID number within State and a file of computerized control cards (EDP cards) for each institution.

The log contained all identifying information on a school and had a column to record the dates of first mailing, and when necessary, the date of the mailgram, and the date of assignment to the phone survey. There was also a column to record the final disposition, the date sent to coding and keypunch, and the batch number in which the questionnaire was sent and is permanently stored.

The EDP control cards contained the school ID number and name of the institution. They were kept in a file arranged by status of response:

- Complete;
- Partial Complete;
- Refusal;
- Out of Sample; or
- Non-Response.

The card file was a check against the master log and served as the basis for the production of weekly status reports.

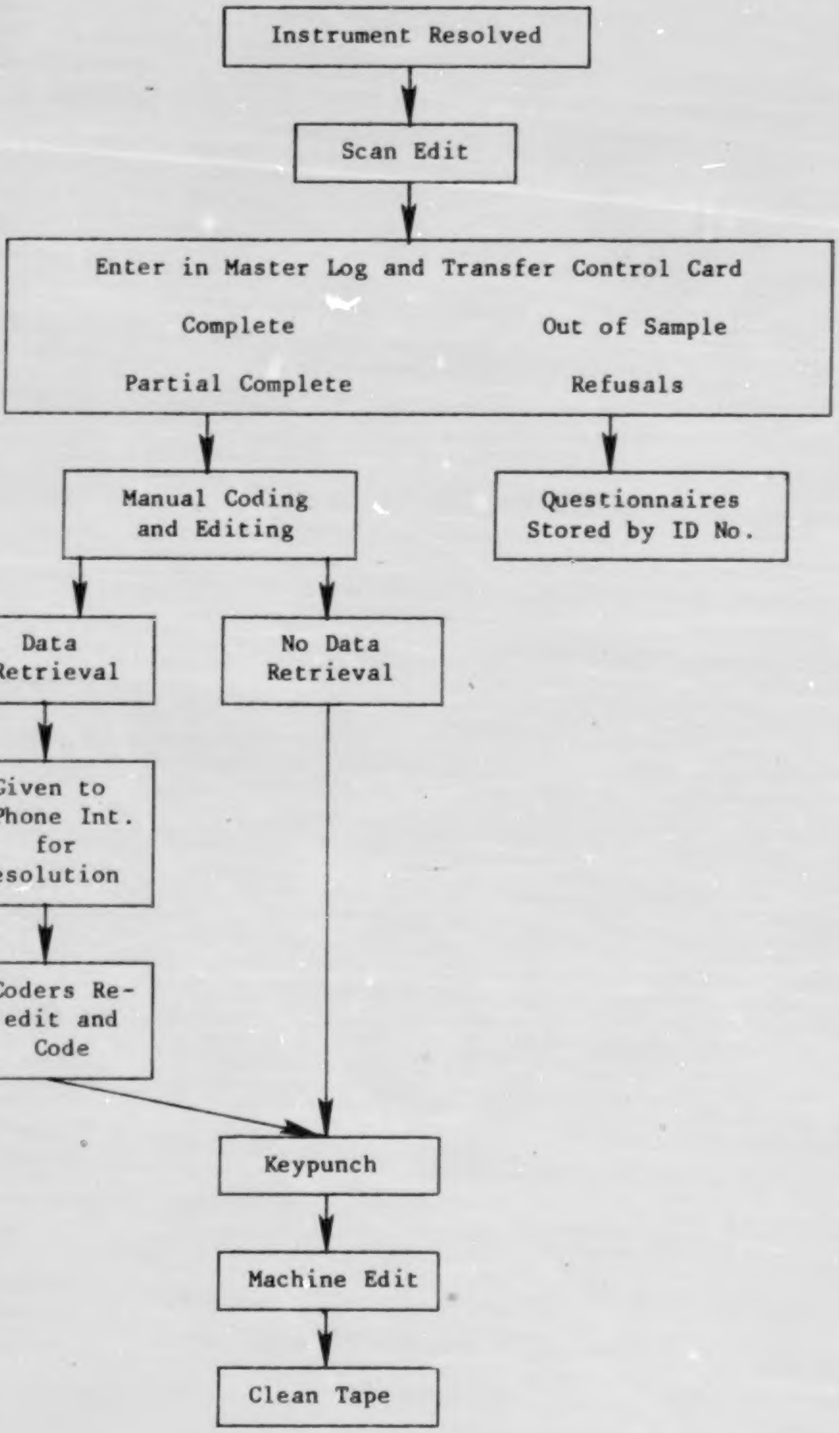
Instrument Resolved
Scan Edit
Enter in Master Log and Transfer Control Card
Complete
Out of Sample
Partial Complete
Refusals
Manual Coding and Editing
Questionnaires Stored by ID No.
Data Retrieval
No Data Retrieval
Given to Phone Int. for Resolution
Coders Re-edit and Code
Keypunch
Machine Edit
Clean Tape

Figure 2. Flowchart of Data Receipt and Preparation System

As questionnaires were received from respondent institutions or from the phone supervisor, they were "logged in" in the "master receipt control log." At this time a "scan edit" was conducted to verify the completeness of data provided. In conducting this "scan edit" instruments were identified as being either:

- Complete;
- Partially complete;
- Out of sample (less than five facilities for the delivery of vocational education, a non-public institution or a junior high school only); or
- Refusals.

Following "scan editing" and "logging" into the "master receipt control log," control cards (EDP cards) for each institution were transferred to the control card file section corresponding to the status of the instrument.

Manual Coding and Editing

The editing and coding of data were combined into one operation with both tasks being carried out simultaneously for each questionnaire. The process averaged 30 minutes per mail questionnaire and 20 minutes per phone questionnaire. Coders were trained and supervised by a full-time supervisor.

The code manual was designed to include the following items:

- Question numbers and item descriptions for each codable item.
- Card and column locations of all codable items.
- Codes for all possible responses, including codes for "no data" responses such as "inapplicable" (legitimately skipped), "response not ascertained," "don't know," and "refused".

Following the rules set forth in the coder's manual, when precoded responses were circled by the respondents or interviewers, coders verified that the appropriate skip patterns had been followed. When respondents or interviewers recorded verbatim responses, coders checked that the appropriate codes had been circled. Coders looked for and resolved inconsistencies according to the rules set forth in editing boxes in the code manuals. Whenever a coder encountered inconsistencies, the resolution of which was not covered by the editing rules in the manual, s/he referred these cases to the coding supervisor who was responsible for handling all coding and editing decisions not specifically covered in the coder's manual.

An important part of the quality control of the editing operation was the control of the decision-making process. As it is impossible to anticipate in the design of the coder's manual all problems which will arise in the data being collected and coded, careful procedures for the control of decisions about these problems were designed and executed.

All coding and editing decisions which were not covered in the coding manual were handled by the coding supervisor and project director. These decisions fell into two basic categories: (1) decisions that had to be made about responses or situations which were not anticipated in the code design and occurred often enough to warrant updating the code to cover them, and (2) decisions relating to particular problems and inconsistencies in data which did not arise often enough to warrant updating the code.

Decisions that resulted in updates to the code manual were recorded in the Code Change Book. Decisions which did not result in a change to the Code Manual were made on a case-by-case basis and were recorded in the Decision Log. These decisions generally related to inconsistencies or missing data in a specific case; they were recorded throughout the coding process. In addition, as the Decision Log included case numbers for each decision, it remained as a record which could be used to understand the individual cases.

Another coding "decision area" which required the design and use of careful procedures relates to responses which interviewers have classified as "other" responses, that is, responses that do not appear to fall into any of the categories in the code structure provided in the questionnaire.

Whenever a response is classified as "other," the coder checked that response against all specific code categories for that item, to be certain that it did not fall into one of the specified code categories. If after checking, the coder found that the response did, in fact, fall into the "other" code, s/he filled out a "response card" (see Exhibit 5 for an example of a response card) listing the questionnaire identification number, item number, card and column number, code number used and the written response. These "response cards" were put in a box for the use of the coding supervisor, who periodically reviewed all response cards to be certain that these items were properly coded and to determine whether certain "other" responses were occurring frequently enough to warrant adding a code category to accommodate them. If a code was expanded to accommodate frequently occurring "other" responses, the coding supervisor then had on the response cards all the necessary information to go back and change the codes for those items which were coded "other" but then fell into the new code category.

The quality of the coding operation was accomplished in large part through the procedures described above, i.e., the design of a complete, well-formatted manual, the presentation of a complete training program, and the

Figure 3.

Response Card

0450-309

Version 2
2/24/76

RESPONSE CARD

QUESTIONNAIRE ID# __________ QUESTION # __________

DECK # __________ COLUMN # __________

CODED AS __________ CODER __________

RESPONSE:

---

careful control of decisions. In addition to the use of these procedures, we verified each coder's work on an ongoing basis, giving feedback to the coder about errors identified, and re-training when patterns of errors indicated it was necessary.

In all cases where answers provided by the respondent for two or more questions was found to be in conflict or where "key item" data had been omitted, instruments were identified for data retrieval and transferred to the data retrieval operation prior to final editing by computer. All other instruments were transferred to keypunching and final machine editing.

Data Retrieval: Instruments in which data provided by the respondent were found to be in conflict or where "key item" data had been omitted required followup calls to the individual respondent to provide complete data or resolve inconsistencies. About 50 percent of the cases required data retrieval. Each case took an average of eight minutes to resolve.

Data retrieval was only initiated when there was a conflict or omission of "key item" data. However, any time an instrument required data retrieval for a "key item," all non-key item inconsistencies or missing data items withing that questionnaire were also resolved. Data retrieval would not have otherwise been undertaken had there not been a need for key item retrieval on the instrument.

Automated Machine Edit: The machine edit process was accomplished using two computer programs: (1) the update (or file maintenance) program; and, (2) the range (or value code) check program and the logic (or consistency) check program.

The range check program performed the traditional function of verifying that the values entered in each data field were acceptable codes for that field. The logic check program verified that entries in separate data fields were consistent with one another.

The data was run through the update/edit programs in 85 batches which were maintained physically apart from one another. Each batch of data was run through as many cycles as were needed to yield completely logical and consistent data for each case. The number of cycles required ranged from three to five per batch.

Each update/edit cycle generated an error listing. The top of each page of the error listing showed date, batch number, cycle number and page number. Range and logic errors for each case were displayed for each card in card order. If a card contained a range error the entire card was displayed. Logic errors were noted by displaying the consistency check number. For range errors, an asterisk marked each column that was out of range.

Error listings were delivered to the data editors who were also trained project coders. The data editors resolved the errors by pulling the original questionnaires. They entered the appropriate correction on a transcription sheet which was keypunched and used to correct the data file using the update program.

When all batches of data were error-free, the data was run through a duplicate search program to identify questionnaires which had duplicate identification numbers. Problems identified were again resolved by checking source documents and updating the files.

Both the range and logic check programs were written to print out as errors certain fields which might not, in fact, be in error. In other instances, the program was designed to check entries which were questionable but might be correct. When the error listings displayed as errors entries which the data editors determined not to be in error, the decision was verified by the supervisor and the error message was marked with an "OK" for override.

"Overrides" fell into the following basic categories:

- Maximum capacities of classrooms, shops or laboratories which were less than 10 or greater than 60 -- the range initially set by the project director.
- Data retrieval items which were attempted but which could not be resolved.
- Questions where ranges were set prior to coding, but responses fell out of those expected ranges such as "minimum age" for program entry.

Following final machine editing the records for each institution were transferred to the master record file which became the basis for data analysis.

State Agency Interviews

The State Agency interview component of this study was administered through an on-site interview with the State Director of Vocational Education, and, as appropriate to the individual States, the executive officer of other agencies responsible for the administration of vocational education in institutions which did not report directly to the State Director of Vocational Education (i.e., community colleges, etc.). These interviews were conducted in all 50 States, the District of Columbia, the Virgin Islands, Puerto Rico, Guam, American Samoa, and the Trust Territory.

In the conduct of these interviews, an initial contact made with the State Director of Vocational Education (and, if known, the executive officers of other agencies responsible for educational systems in which vocational education programs are offered) to describe the objectives of this study and to schedule a two-hour appointment to conduct the on-site interviews. At this time, interviewers also sought to identify any other agencies with which interviews should be scheduled. Additional contacts were made with these agencies and an effort was made to arrange to interview both agencies on the same day.. Recognizing, however, that the State Agency for Vocational Education is, for the purposes of this study, the dominant agency for vocational education, every effort was made to establish interview schedules which would permit this agency to be interviewed first.

Initial contacts with State agencies were followed up by letter to: confirm the appointment for interview; provide further information about specific issues to be addressed; and request that the State Director make available (for participation in the interview or for supplementary interviews) any other personnel within his agency who could provide information on the subject areas to be discussed.

Interviews with the State agency personnel generally took place in one of four forms. Either:

- The entire interview took place with the primary respondent alone;
- The majority of the interview involved the primary respondent alone but other staff persons were brought in to provide specific data or discuss specific issues;
- The entire interview was conducted in a "group" forum involving from two to seven agency staff members; or
- The "interview" was conducted as a series of interviews which the agency director had scheduled with staff specialists in different topic areas.

In many instances, interviews were recorded for reference in reporting, but this was not always possible owing to such factors as room configuration (especially where multiple respondents were present), extensive extraneous noise, and, on occasion, a preference (on the part of the respondent) that the interview not be recorded.

In some cases, the existence of other agencies (or departments within the agency being interviewed) whose functions were of concern to this study was not identified until the time of the State agency interviews. In such cases an attempt was first made to schedule time with additional respondents at a later time on that day -- (interviewers were generally only scheduled into a city for one day) -- or, if the interviewer's schedule permitted, the following day. If neither of these alternatives was feasible it was necessary to make a determination as to whether the agency in question warranted a complete interview -- and thus a return trip -- or whether information to be sought from this agency was supplementary or otherwise sufficiently limited to be secured through a telephone interview. These decisions were made by the project director on the basis of conversations with appropriate personnel.

All interviews were conducted using a standard "interview guide" (Appendix E) supplemented by "probe questions" which interviewers were trained to use as required.

Following the completion of all interviews in each State -- as many as three were required in some States -- a "profile" on each State was prepared on the basis of the information secured during this interview. This "profile" was then returned to all State Agency respondents for their review; for verification of its content; and for the addition of any information which was not obtainable at the time of the interview or which the respondent felt would give a clearer understanding of the system of vocational education within each State.

Following the completion of the local agency survey component of this study, these "profiles" were expanded to incorporate information which was secured as a result of the local agency survey. When it was appropriate, they were augmented with data and information secured from secondary sources, identified during a literature search component of this study, and often through further clarifying discussions with the initial respondents. This "profile" was then resubmitted to the respondent agencies for review and clarification. These final "profiles" are included in the final report of this study.

At the time of both the initial interviews and in the submission of these profiles for review, respondents were advised that all data and information provided would be published (i.e., no assurance was given of interviewee confidentiality or State anonymity). During the period when these "profiles" were undergoing agency review, many States contacted the project director on one or more occasions to clarify the exact information sought and to discuss the need (or desirability) for additional information about the State's vocational education system. In addition, following the submission of the initial "profile" many States submitted additional reports and documentation intended to provide a more complete picture of each State's program. Such information was, as appropriate, incorporated into the final "profile" of each State.

APPENDIX A

COVER LETTER TO RESPONDENT

Westat, Inc.
11600 Nebel Street
Rockville, Maryland 20852
Telephone 301-881-5310

Dear Colleague:

The U.S. Office of Education is currently conducting a nationwide study of vocational education to: a) document the present availability and distribution of vocational education resources; b) describe the operating characteristics of vocational-technical schools and programs; c) describe the practices and procedures by which vocational facility planning takes place; d)determine how VEA construction money has been used; and e) identify provisions which should be incorporated into new legislation to enable Federal funds to be utilized more effectively in responding to the facility and equipment needs of local education agencies.

This survey is being administered to ALL public secondary and postsecondary institutions offering five or more programs in vocational-technical education. If you meet this criteria you should respond even if you have not received funds from the Vocational Education Act.

This study, which is the first of its kind, seeks to describe the total system of vocational education in the public schools It has the support of the Bureau of Occupational and Adult Education in the USOE and the Council of Chief State School Officers. Your participation in this study is voluntary, but extremely important to the Office of Education.

In developing the enclosed questionnaire we have made every effort to eliminate data items which are available from other sources or which do not have a direct bearing on the immediate needs of the Federal government. We have tried to make this questionnaire as efficient and easy to complete as possible. Out test of this instrument suggests that it should take you only about 40 minutes to complete.

We sincerely appreciate your assistance in completing and returning this questionnaire to Westat at your earliest convenience. If you have any questions concerning this study, please call Martha Berlin or myself collect at (301) 881-5310.

Thank you for your cooperation.

Sincerely,

Dr. Alan P. Woodruff
Project Director

Enclosure

APPENDIX B

LOCAL VOCATIONAL EDUCATION AGENCY MAIL SURVEY INSTRUMENT

OMB #: 51-S7708
Expires: December, 1977

Westat Use Only

NATIONAL STUDY OF VOCATIONAL EDUCATION
FACILITIES AND RESOURCE UTILIZATION

PLEASE MAKE ANY NECESSARY CORRECTIONS IN SCHOOL NAME, ADDRESS, AND PHONE NUMBER ON THE ABOVE LABEL.

The "NATIONAL STUDY OF VOCATIONAL EDUCATION FACILITIES AND RESOURCE UTILIZATION" is a study of the availability and use of vocational education facilities and the procedures used by State and local vocational education agencies in the planning and financing of facilities.

This questionnaire is divided into three sections:

SECTION A is intended to provide basic information about this school, its capacity, the types of facilities used, the types of programs offered, and the types of students served. The information sought in this section is of vital importance to the Office of Education, Bureau of Occupational and Adult Education in the conduct of many aspects of its planning and in providing support for requests for vocational education appropriations.

SECTION B seeks information about your current operating practices. This information will be used to provide the Office of Education, Bureau of Occupational and Adult Education with a better understanding of current operating practices and the problems facing local vocational education administrators to provide a basis for formulating legislation and policy which is responsive to those needs.

SECTION C is intended to provide information on current planning practices and to identify needs for greater support of these activities.

Because of the range of questions asked, this questionnaire should be completed by someone familiar with all aspects of this school's operating program. Your participation, though vital to the success of this study, is voluntary.

INSTRUCTIONS: PLEASE READ BEFORE COMPLETING THE QUESTIONNAIRE.

1. A glossary of terms used in this questionnaire is provided on the following pages. Please refer to our definitions whenever you see an asterisked (*) item so as to insure comparability of responses from all respondents.

2. This questionnaire is constructed so that questions can be answered as easily as possible. Most questions can be answered by:

   (a) Circling a number. Example: Yes. . . . . [✓ 1]
   No 2

   (b) Filling in a blank space _2_ with a number. Please enter a zero (0) if the answer is none.

   (c) Checking a set of brackets in a table [✓].

3. Instructions to respondents are always in CAPITAL letters. Such directions are provided in the following circumstances:

   (a) When you are to skip some questions based on your answer to one question, instructions are next to your circled number or in a prominent place.

   Example: Yes . . . . 1 (GO TO Q.7)

   If no skip instructions are given, always go to the next question or instruction.

   (b) More complex skip instructions will appear in a box immediately above a question such as:

   IF YOU CIRCLED "YES" FOR ANY PART OF C-16, CONTINUE. OTHERWISE, GO TO THE NEXT INSTRUCTION.

   (c) Some questions call for more than one answer. You will find directions that tell you to "CIRCLE A NUMBER ON EACH LINE" or "CHECK ALL THAT APPLY."

   (d) Some questions - particularly those with Tables - contain optional answers that may not apply to your facility. In such cases, you will usually find a NOT APPLICABLE, or "NA" column, and you should place a check in the set of brackets under that column to show that the item doesn't apply.

4. Please answer ALL questions. Do not leave any spaces blank. If you can't answer a question, proceed as follows:

   (a) If you don't know an answer to any question, please enter "DK" -- Don't Know -- in the margin.

   (b) If an entire question does not apply or part of a question applies and another part does not apply, please write "NA" -- Not Applicable -- in the margin.

5. In some parts of this questionnaire you will see boxes set off to the right side or beneath a question. These boxes are intended for our office use: DO NOT WRITE IN THESE BOXES. The small numbers going down the right margins of the questionnaire are also for office use only; please do not write over these numbers.

If you have any questions about this questionnaire, please call COLLECT to:

Dr. Alan Woodruff or Ms. Martha Berlin, Westat, Inc., (301) 881-5310

THANK YOU FOR YOUR COOPERATION.

IF THIS IS A NON-PUBLIC SCHOOL, IF THIS IS A JUNIOR HIGH SCHOOL ONLY, IF YOU HAVE LESS THAN FIVE (5) VOCATIONAL EDUCATION SHOPS OR LABORATORIES, AND ARE NOT A PARTICIPANT IN A REGIONAL OCCUPATIONAL PROGRAM, OR IF YOU HAVE ALREADY RECEIVED AND RETURNED A COPY OF THIS QUESTIONNAIRE, PLEASE CHECK THE APPROPRIATE SET OF BRACKETS AND RETURN THE QUESTIONNAIRE IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

Duplicate Questionnaire	[ ]
Non-Public School	[ ]
Junior High School Only	[ ]

IF THIS INSTITUTION'S VOCATIONAL EDUCATION PROGRAM OPERATES IN A FACILITY DIRECTLY ADMINISTERED BY ANOTHER INSTITUTION, PLEASE IDENTIFY THAT INSTITUTION BELOW AND RETURN THIS QUESTIONNAIRE. (YOU NEED NOT COMPLETE THIS INSTRUMENT BECAUSE IT WILL BE COMPLETED BY THE ADMINISTERING INSTITUTION)

IF THIS IS A "SATELLITE" OR EXTENSION CAMPUS OF ANOTHER INSTITUTION, PLEASE IDENTIFY THE PARENT INSTITUTION BELOW AND COMPLETE THE QUESTIONNAIRE FOR THIS FACILITY OR CAMPUS ONLY.

Parent Institution ______________________________

____

IF THIS IS A PARENT INSTITUTION OF A SCHOOL HAVING MULTIPLE CAMPUSES (EXCLUSIVE OF TEMPORARY QUARTERS IN OTHER INSTITUTIONS), PLEASE IDENTIFY YOUR OTHER CAMPUSES BELOW AND COMPLETE THE QUESTIONNAIRE FOR THIS FACILITY OR CAMPUS ONLY.

Campus Name	Address

IF THIS IS A REGIONAL OCCUPATIONAL EDUCATION PROGRAM INVOLVING SHARED TIME PROGRAMS IN TWO OR MORE HIGH SCHOOLS, PLEASE LIST THE PARTICIPATING SCHOOLS BELOW.

School Name	Address

GLOSSARY OF TERMS

ADULT: Program of vocational education for persons who have completed or left high school and who are not described in the definition of "post-secondary program," or who have already entered the labor market, or who are unemployed. Adult programs do not earn credit toward an associate degree or transfer credit towards a baccalaureate degree.

AREA VOCATIONAL SCHOOL (Designated): A school meeting the requirements for an "area vocational school" as defined by the Vocational Education Act (i.e., offering five or more vocational programs) and designated as an "area vocational school" by your State Department of Vocational Education.

CLUSTER CURRICULUM: A curriculum in which the student studies in a variety of subject areas, thus developing skills in more than one "program" of instruction.

COMMUNITY COLLEGE: A 2-year post-secondary, associate degree granting institution offering academic and vocational programs and including college transfer (credit) programs.

COMMUNITY NEEDS/STUDENT INTEREST SURVEY: A survey of the occupational interests of students and general community within the service area for the proposed school intended to ascertain information such as educational aspirations, interest in attending the institution being planned, probable course or program of instruction and any other information which might be used to project total institutional capacity or demand for individual instructional programs.

COMPREHENSIVE HIGH SCHOOL: A secondary school offering diversified educational programs in academic, vocational, and general education.

EVENING PROGRAM: As designated by this institution. If no local definition exists, "evening program" will mean a program of instruction offered after six o'clock in the afternoon.

EXTENDED DAY, AFTERNOON SESSION: An afternoon program offered after the regular day session has ended but before six o'clock in the evening and serving different types of students or offering programs which differ from the regular day program (See regular day).

FLEXIBLE SCHEDULE: An organization of instruction allowing for varying class sizes and providing for instructional groups which meet at varying frequencies and for varying lengths of time.

FULL-TIME STUDENT: A matriculated student who is carrying a full course load as determined by the state or local school system.

INDIVIDUALIZED STUDY PROGRAM: An arrangement whereby a student receives instruction by himself and not as part of a class, i.e., instruction for a single person.

MANPOWER SURVEY: A study to identify potential job market opportunities for which training and education is being offered locally, statewide, or nationally.

MODULAR CURRICULUM: A curriculum developed around short duration, single concept units.

OPEN ENTRY-OPEN EXIT PROGRAM: An educational program which permits students to enter a program at any time and leave at multiple exit points with a saleable skill.

OPEN PLAN LABORATORY: A laboratory designed for more than one teaching station in a single program of instruction.

OPEN PLAN CLUSTER LABORATORY: A facility designed for more than one teaching station in multiple "programs of instruction" in a single open space.

PART-TIME STUDENT: A student who is carrying less than a full course load as determined by the state or local school system.

POST-SECONDARY: Program of vocational education for persons who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate or other degree, but which programs are not designated as baccalaureate or higher degree programs.

PROPRIETARY SCHOOLS: Any private or non-public school which is operated for profit.

PURCHASE OF SERVICES: Any arrangement by which services are bought on a tuition or similar basis from an external agency.

REGIONAL OCCUPATIONAL EDUCATION PROGRAM: A program of occupational education including an exchange of students between comprehensive high schools in two or more school districts.

REGULAR SCHOOL DAY: As defined by responding institution in question B-1 of this questionnaire. For operating hours after 6:00 p.m., record as "evening program". The hours recorded for the "regular school day" should not include the operating hours of any afternoon session which differs, in terms of the types of students served or the program offered, from the institution's "regular" population or educational program (See extended day, afternoon session).

SHARED-TIME PROGRAM: Any program in which students regularly and concurrently attend two or more separate educational institutions which share direction and control of their studies.

TECHNICAL INSTITUTE: A post-secondary institution, or division of an institution, offering instruction (credit or non-credit) in one or more of the technologies.

UNIT SHOP: A shop or laboratory space in which the total course of instruction in a single program is offered.

VOCATIONAL CENTER (Shared Time): A public vocational education facility offering programs of instruction in vocational subjects only (i.e., does not offer a program in general education at either the secondary or post-secondary level.

VOCATIONAL HIGH SCHOOL: A high school operating a comprehensive program of instruction at the high school level but organized primarily for the purpose of offering vocational instruction and in which most or all students are enrolled in a vocational education program. This definition may apply to either "regional vocational high schools" serving more than one school district, or to a separate vocational high school within a single district. A facility should be identified as a vocational high school if the school fulfills the basic definition presented above even if it also offers "shared time" vocational instruction on a part-time basis.

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BEGIN CARD 01

SECTION A. INSTITUTIONAL INFORMATION

QUESTIONS IN THIS SECTION ARE INTENDED TO PROVIDE INFORMATION ABOUT THIS SCHOOL FACILITY, ITS CAPACITY, AND THE TYPES OF PROGRAMS OFFERED.

If you are still engaged in the planning or construction of your new school facility, please answer all questions in this section as they will apply when you are in operation.

A-1. Which of the following best describes this school?

CIRCLE ONE NUMBER

Comprehensive High School*	1	
Vocational High School*	2	
Vocational Center (Shared Time)*	3	13
Technical Institute*	4	
Community College*	5	
Special School Other (SPECIFY) ______________________________		

A-2. Is this school a designated "Area Vocational School"* or a participant in a regional occupational education program?

	Yes	No	DK	
Area Vocational School (Designated)*	1	2	8	14
Regional Occupational Education Program*	1	2	8	15

IF THIS IS A SENIOR OR JUNIOR/SENIOR HIGH SCHOOL OR A VOCATIONAL CENTER - (SERVING PRINCIPALLY SECONDARY STUDENTS), CONTINUE WITH A-3; OTHERWISE, GO TO A-5.

A-3. Does this school serve a single school district or more than one school district?

Single School District	1	16
More Than One School District	2	

A-4. Is this a senior high school, junior/senior high school or vocational center?

Senior High School	1	
Junior/Senior High School	2	17
Vocational Center	3	

A-5. Which of the following types of students are served by this institution?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
Secondary	1	2	18
Post-Secondary*	1	2	19
Adult*	1	2	20

A-6. Which of the following best describes the school district or "service area" covered by this school?

CIRCLE ONE

Central City of Large Urbanized Area (Metropolitan Area Population over five hundred thousand) 1

Suburb of Large Urbanized Area (Metropolitan Area Population over five hundred thousand). 2

Central City of Medium Size Urbanized Area (Metropolitan Area Population between one hundred and five hundred thousand) 3

Suburb of Medium Size Urbanized Area (Metropolitan Area Population between one hundred and five hundred thousand). 4

City and/or Urban Fringe of Small Urbanized Area (Metropolitan Area Population between twenty-five thousand and one hundred thousand people) 5

Regional Service Area - Other (Multi-town service area not elsewhere classified) 6

Other (Town or School District Population of less than twenty-five thousand people). 7

A-7. APPROXIMATELY how many students do you serve ANNUALLY in each of the following types of vocational programs?

ENTER A NUMBER ON EACH LINE; IF NO PROGRAM IS OFFERED, WRITE "NA"

NUMBER OF STUDENTS ANNUALLY ENROLLED			
Secondary		Post-Secondary and Adult	
(1) Shared Time	Full-Time	Day	Evening
______	______	______	______

22	23	24	25	26
27	28	29	30	31
32	33	34	35	36
37	38	39	40	41

(1) If this facility offers a shared time program for students enrolled full-time at another institution, students who attend on a shared time basis should be recorded as "Shared Time."

A-8. Do you, or did you, receive FEDERAL Vocational Education Act funds for construction and/or equipment acquisition?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	DK or NA	
Construction - New (Including Additions).	1	2	8	42
Construction - Renovation	1	2	8	43
Equipment - Initial	1	2	8	44
Equipment - Replacement	1	2	8	45

A-9. Do you receive FEDERAL Vocational Education Act funds for the OPERATION of all, some, or none of your vocational education programs?

All. 1

Some 2

None 3 46

Don't Know 8

A-10. Were any of your facilities converted from buildings initially built for another purpose?

Yes 1

No. . . . . 2 (GO TO INSTRUCTIONS ABOVE A-12) 47

A-11. What were those buildings before you acquired them?

PUT A CHECK IN THE BRACKETS NEXT TO ALL THAT APPLY; IF YOU ARE USING MORE THAN ONE BUILDING OF A TYPE, ENTER A NUMBER INSTEAD OF A CHECK.

Supermarket	[ ]	☐	48
Department Store.	[ ]	☐	49
Office Building	[ ]	☐	50
Factory	[ ]	☐	51
Warehouse	[ ]	☐	52
Armory or Military Base	[ ]	☐	53
Other (SPECIFY)________________________	[ ]	☐	54

IF THIS INSTITUTION HAS CONSTRUCTED ANY OF ITS FACILITIES, CHECK HERE [ ] AND CONTINUE WITH QUESTION A-12; OTHERWISE, GO TO A-13. ☐ 55

BEGIN CARD 02

A-12. When were the initial vocational facilities, or additions to original school facilities, completed; how large, in square feet, was each construction project; and what was the approximate cost of each?

FOR BUILDINGS CONSTRUCTED PRIOR TO 1965 PLEASE ESTIMATE THE ANSWER AS BEST YOU CAN. IF YOUR BUILDINGS WERE CONSTRUCTED IN PHASES PLEASE IDENTIFY THE YEARS IN WHICH EACH ADDITION WAS COMPLETED; THE SIZE, IN SQUARE FEET, OF EACH; AND THE APPROXIMATE COST OF EACH PROJECT.

Year Construction or Addition Completed	Area, Square Feet	Approximate Cost (Building and Equipment)	
		Dollars	DK
19____	________	$________	[ ]
19____	________	$________	[ ]
19____	________	$________	[ ]
19____	________	$________	[ ]

☐☐ 13 14

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A-13. Are you currently planning any new construction or facility renovation?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
Construction.	1	2	45
Renovation.	1	2	46

A-14. How would you describe the general condition of your facilities?

In Good Condition. 1

In Need of Minor Maintenance 2

In Need of Major Maintenance 3 47

In Need of Replacement 4

A-15. Do you, in either all or part of your facilities, presently have provisions to accommodate students with physical handicaps; i.e., are they barrier-free?

Yes - All 1

Yes - Part. 2 48

No. 3

A-16. What are the approximate average and maximum commuting times (in minutes) it takes students to get to this facility?

ENTER A NUMBER ON EACH LINE

	Average	Maximum
By public transportation (including school bus)	______	______
By private transportation	______	______

49	50	51	52

53	54	55	56

A-17. How would you describe the adequacy of parking space at this facility?

Parking Adequate 1

Parking Inadequate - Imposes Severe Limitations to Attendance. . 2 57

Parking Inadequate - Imposes Some Limitations to Attendance. . . 3

A-18. Are you now using any of the following instructional concepts or schedules in your vocational education programs?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
Cluster Curriculum*	1	2	58
Modular Curriculum*	1	2	59
Flexible Schedule*.	1	2	60
Individualized Study Program*	1	2	61
Open Entry - Open Exit Program*	1	2	62

A-19. Which of the following alternatives to the purchase of new equipment did you consider? Which alternatives did you use?

CIRCLE A NUMBER ON EACH LINE FOR BOTH "CONSIDERED" AND "USED"

Alternatives	Considered		Used			
	Yes	No	Yes	No	DK	
Industrial Donation.	1	2	1	2	88	63-64
Lease-Rent of Equipment.	1	2	1	2	88	65-66
Federal Surplus/Excess Property.	1	2	1	2	88	67-68
"Tools for School" Program	1	2	1	2	88	69-70

IF THIS IS A VOCATIONAL CENTER (SHARED TIME) CONTINUE; OTHERWISE GO TO A-21.

A-20. Which of the following spaces do you have in this facility?

CIRCLE A NUMBER ON EACH LINE AND WRITE IN A NUMBER FOR GENERAL PURPOSE CLASSROOMS.

	Yes	No	
General Purpose Classrooms__________. . . .	1	2	71 72 73 ☐☐☐
Infirmary.	1	2	74
Library/Media Center	1	2	75
Physical Education Facilities.	1	2	76
Guidance/Counseling/Testing Center	1	2	77

A-21. For each shop, laboratory, and classroom identified in Table 1, please indicate (a) the number of shops, laboratories and classrooms of each type in your building; (b) the maximum capacity of such shops, laboratories, and classrooms per class period; (c) the number of hours each is used during your regular school day, and (d) the number of students (total and female) served by each shop, laboratory, and classroom during the average day during the regular school year; and (3) whether or not the shop, laboratory or classroom is used in the evening.

78	79

This study is concerned only with the identification of available vocational facility resources and their levels of utilization. In identifying the numbers of students served by each shop, laboratory or classroom please estimate as best you can the number of students using each facility during your regular day program. Do not report the enrollment in the program of the same name as the shop or laboratory unless it is the same as the number of students served by the shop or laboratory.

RECORD ONLY SPACES IN YOUR BUILDING(S). DO NOT RECORD OFF-SITE OR COMMUNITY FACILITIES USED EXCEPT THOSE CONTROLLED BY THIS SCHOOL (I.E., RENTED OR LEASED BY). ADD THE NAMES OF ANY SHOPS OR LABORATORIES IN YOUR FACILITY WHICH ARE NOT IDENTIFIED IN TABLE 1.

Table 1

	Area Name	Number of Shops/ Classrooms/ Laboratories	Maximum Capacity Per Shop, Classroom or Lab	# of Hrs. Used During REGULAR DAY SESSION*	Students Served Per Day During Regular Day Session		Used in Evening Program	
					Total	Female	Yes	No
	AGRICULTURE							
101	Agricultural Production							
102	Agricultural Mechanics							
103	Greenhouse							
104	Horticulture and Related							
105	Related Classroom (see note)			XXXXXXXX	XXXXX	XXXXX	XXXXX	XXXXX
	Other:							
	MARKETING AND DISTRIBUTIVE EDUCATION							
201	General Merchandising							
202	Hotel/Motel							
203	School Store							
204	Related Classroom (see note)			XXXXXXXX	XXXXX	XXXXX	XXXXX	XXXXX
	Other:							
	HOME ECONOMICS - OCCUPATIONAL							
301	Child Development							
302	Sewing & Tailoring							
303	Foods & Nutrition							
304	Interior Decorating							
305	Related Classroom (see note)			XXXXXXXX	XXXXX	XXXXX	XXXXX	XXXXX
	Other:							
	HEALTH OCCUPATIONS							
401	Nursing							
402	Medical Assistant							
403	Medical Laboratory Assistant							
404	Dental Assistant							
405	Dental Laboratory Assistant							
406	Inhalation (Respiratory) Therapy							

Related Classroom: A classroom used exclusively in conjunction with one or more of the shops/laboratories identified in each section. General purpose classrooms used to teach courses which may be part of the program of instruction of students studying in each of these shops/laboratories should not be recorded as "related classrooms" but should be included as "general purpose classrooms" in question A-20.

CARD 02 CONT.
ON PAGE 15

	Area Name	Number of Shops/ Classrooms/ Laboratories	Maximum Capacity Per Shop, Classroom or Lab	# of Hrs. Used During REGULAR DAY SESSION*	Students Served Per Day During Regular Day Session		Evening Program	
					Total	Female	Yes	No
	HEALTH OCCUPATIONS (Cont.)							
407	Physical Therapy							
408	Occupational Therapy							
409	Operating Room Assistant							
410	Related Classroom (see note)			XXXXXXXX	XXXXX	XXXXX	XXXXX	XXXXX
	Other:							
	OFFICE OCCUPATIONS							
501	Typing							
502	Stenography							
503	Accounting							
504	Office Machines							
505	Office Practices							
506	Related Classroom (see note)			XXXXXXXX	XXXXX	XXXXX	XXXXX	XXXXX
	Other:							
	TECHNICAL & TRADE & INDUSTRY							
601	Air Conditioning-Refrigeration							
602	Appliance Repair							
603	Auto Mechanics							
604	Auto Body & Fender							
605	Aviation Mechanics							
606	Building Construction							
607	Business Machine Repair							
608	Chemical Technology							
609	Civil Technology							
610	Commercial Art							
611	Cosmetology							
612	Data Processing (Computer)							
613	Diesel Mechanics							
614	Drafting							
615	Electricity							
616	Electronics							
617	Environmental Technology							
618	Fire Science							
619	Food Service (Culinary Arts)							
620	Heavy Equipment Maintenance							
621	Masonry							
622	Machine Shop							
623	Mechanical Technology							
624	Painting & Decorating							
625	Photography							
626	Plumbing							
627	Police Science							
628	Printing & Graphics							
629	Radio-TV							
630	Sheet Metal							
631	Small Engine Repair							
632	Textiles							
633	Welding							
634	Woodworking							
635	Related Classroom (see note)			XXXXXXXX	XXXXX	XXXXX	XXXXX	XXXXX
	Other:							

See Related Classroom note on previous page.

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IF YOU ARE STILL ENGAGED IN THE PLANNING AND/OR CONSTRUCTION OF THIS FACILITY, OR ARE IN YOUR FIRST YEAR OF OPERATION, CHECK HERE [ ] AND SKIP TO SECTION C; OTHERWISE, CONTINUE WITH SECTION B.

80
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SECTION B. DESCRIPTION OF CURRENT OPERATING PRACTICES AND PROCEDURES

QUESTIONS IN THIS SECTION RELATE TO THE OPERATION OF THIS SCHOOL.

BEGIN CARD 03

B-1. What are the operating hours of this school during the regular school year?

WRITE IN THE HOURS FOR EACH SESSION YOU OFFER. IF YOU DO NOT OPERATE A SESSION DESCRIBED BELOW, PLACE A CHECK IN THE "NA", NOT APPLICABLE, COLUMN. (PLEASE REFER TO GLOSSARY OF TERMS FOR DEFINITION OF SCHEDULES.)

Session	From	To	NA
Regular School Day*	________	________	[ ]
Extended Day, Afternoon Session*. . .	________	________	[ ]
Evening Program*.	________	________	[ ]
Saturday.	________	________	[ ]

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28

29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44

B-2. Does this school now operate a summer session?

Yes. 1

No . . . . 2 (GO TO B-4) 45

B-3. What are the operating hours of this school during the summer session?

WRITE IN THE HOURS FOR EACH SUMMER SESSION YOU OFFER. IF YOU DO NOT OPERATE A SESSION DESCRIBED BELOW, PLACE A CHECK IN THE "NA," NOT APPLICABLE, COLUMN. (PLEASE REFER TO GLOSSARY OF TERMS FOR DEFINITION OF SCHEDULES.)

Session	From	To	NA
Regular School Day*	________	________	[ ]
Extended Day, Afternoon Session*. . .	________	________	[ ]
Evening Program*.	________	________	[ ]
Saturday.	________	________	[ ]

46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61

62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77

BEGIN CARD 04

B-4. For all sessions which are not offered, please indicate the reasons which best describe why each is not offered.

IF YOU DO OFFER A PROGRAM, PUT A CHECK IN THE "NA," NOT APPLICABLE, COLUMN.

Table 2

Operating Schedule	Reasons Sessions Not Offered:					
	Staffing Not Available	Operating Funds Not Available	Insufficient Demand	Never Considered	NA	
Extended Day, Afternoon Session*	[ ]	[ ]	[ ]	[ ]	[ ]	13
Evening Program*	[ ]	[ ]	[ ]	[ ]	[ ]	14
Saturday	[ ]	[ ]	[ ]	[ ]	[ ]	15
Summer	[ ]	[ ]	[ ]	[ ]	[ ]	16

IF THIS IS A COMPREHENSIVE HIGH SCHOOL OR VOCATIONAL HIGH SCHOOL SERVING A SINGLE SCHOOL DISTRICT, CONTINUE WITH QUESTION B-5.

IF THIS IS A VOCATIONAL CENTER (SECONDARY OR COMBINATION SECONDARY/POST-SECONDARY), OR REGIONAL VOCATIONAL HIGH SCHOOL, GO TO QUESTION B-6.

IF THIS IS A POST-SECONDARY INSTITUTION, GO TO INSTRUCTIONS ABOVE B-11.

B-5. Is this school system also served by a vocational center or a regional vocational high school?

Yes 1

No. 2 17

B-6. Does this school engage in any form of shared time programs* or joint vocational education programs with another high school or secondary institution?

Yes 1

No. . . . . 2 (GO TO B-8) 18

B-7. What type of shared time programs* does this institution have?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
Shared Time Program With A Comprehensive High School.	1	2	19
Shared Time Program With A Vocational Center.	1	2	20
Shared Time Program With A Vocational High School (Including a Regional Vocational High School)	1	2	21
Other (SPECIFY) ______________________________	1	2	22

B-8. Are there any post-secondary institutions (including community colleges, technical institutes, universities, etc.) which offer vocational instruction in the same geographic areas you serve?

Yes 1

No. . . . . 2 (GO TO INSTRUCTIONS ABOVE B-11) 23

B-9. Do you share resources or engage in any form of student exchange with any of the post-secondary institutions in the region served by this school?

Yes 1

No. . . . . 2(GO TO INSTRUCTIONS ABOVE B-11) 24

B-10. What arrangements do you have for sharing resources or for student exchange with any of these post-secondary institutions?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
High School Students Take Shop/Laboratory Classes (Only) at Post-Secondary Institution(s)	1	2	25
High School Students May Attend All Classes at Post-Secondary Institution(s)	1	2	26
Vocational Facilities of Post-Secondary Institution(s) Are Used by High School Vocational Education Program.	1	2	27
Joint Occupancy of Facilities with Post-Secondary Institution(s)	1	2	28
Other (DESCRIBE) ______________________________	1	2	29

____

____

____

____

IF THIS IS A HIGH SCHOOL SERVING STUDENTS FROM MORE THAN ONE SCHOOL DISTRICT OR A VOCATIONAL CENTER (SECONDARY OR POST-SECONDARY), OR A POST-SECONDARY INSTITUTION OFFERING A PROGRAM SERVING HIGH SCHOOL STUDENTS, CONTINUE WITH QUESTION B-11.

IF THIS IS A HIGH SCHOOL (COMPREHENSIVE OR VOCATIONAL) SERVING STUDENTS FROM A SINGLE SCHOOL DISTRICT, GO TO INSTRUCTIONS ABOVE B-18.

IF THIS IS A POST-SECONDARY INSTITUTION NOT SERVING HIGH SCHOOL STUDENTS, GO TO QUESTION B-14.

B-11. Approximately how may high school districts are included in the region you serve?

Number of Districts. . . . . ________ 30 31 ☐☐

B-12. Approximately how many of these high school districts offer their own vocational education programs?

Number of Districts. . . . . ________ 32 33 ☐☐

B-13. Approximately how many of these high school districts participate in your vocational education program?

Number of Districts. . . . . ________ 34 35 ☐☐

IF THIS IS A POST-SECONDARY INSTITUTION CONTINUE WITH QUESTION B-14; OTHERWISE GO TO INSTRUCTIONS ABOVE B-18.

B-14. Do you share resources or engage in any form of student exchange with any high schools or other secondary or post-secondary institutions in the region served by this school?

Yes 1 36

No. . . . . 2 (GO TO B-16)

B-15. What arrangements do you have for sharing facilities or other resources?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
Secondary School Vocational Facilities are used by this Institution Afternoons, Evenings, Summer, etc.	1	2	37
Students from this Institution Take Shop/Laboratory Courses at a Secondary Vocational School	1	2	38
Students from this Institution Take Shop/Laboratory Courses at Another Post-Secondary Institution.	1	2	39
High School Students Attend this Institution for Instruction in Vocational Education.	1	2	40
Joint Occupancy of Facility with Secondary Institution . .	1	2	41
Other (DESCRIBE) ________________________________	1	2	42

____

____

____

B-16. What kind of credit, if any, are students given for completing a high school vocational education course or program?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
Course Credit	1	2	43
Advanced Placement.	1	2	44

IF COURSE CREDIT OR ADVANCED PLACEMENT IS GIVEN, CONTINUE WITH B-17; OTHERWISE, GO TO INSTRUCTIONS ABOVE B-18.

B-17. On what basis is course credit or advanced placement given?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
Interview	1	2	45
Examination	1	2	46
Transcript of Prior Course Work	1	2	47

IF YOU DO OPERATE A SHARED-TIME PROGRAM, CONTINUE WITH B-18; OTHERWISE, GO TO B-20.

B-18. On what schedule does your shared-time program operate?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
Alternate Half Days in "Home" School and Vocational School	1	2	48
Alternate Days in "Home" School and Vocational School	1	2	49
Alternate Weeks in "Home" School and Vocational School	1	2	50
"3-2 Program," e.g., 3 Days in "Home" School; 2 Days at Vocational School	1	2	51
Other (DESCRIBE) ______________________________	1	2	52

____

B-19. Can and do private and/or parochial school students attend vocational courses on a shared-time basis?

	Yes	No	
Can Attend	1	2	53
Do Attend	1	2	54

B-20. Please identify all Non-Public Education Agencies and adult programs which use shops, laboratories and other vocational resources in this facility.

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
Job Corps	1	2	55
Manpower Programs (CETA, etc.)	1	2	56
Trade Union Training Programs	1	2	57
Industrial Training Programs	1	2	58
Community Action Agencies	1	2	59
Correctional Institutions	1	2	60
Adult Programs Not Administered By the Vocational Education Department of the School	1	2	61
Other Agencies (SPECIFY) ______________________	1	2	62

____

____

B-21. Do you now use, or have you ever used, training resources in your community for your vocational education program?

Yes 1

No. . . . . 2(GO TO B-23) 63

B-22. Which of the training resources identified in Table 3 are you using now? Which have you ever used? Which have you never used?

CIRCLE A NUMBER ON EACH LINE

Table 3

Community Resources	Use Now	Have Used	Never Used	DK	
CETA Skill Centers.	1	2	3	8	64
Job Corps Centers	1	2	3	8	65
Private, Non-Profit Training Facilities	1	2	3	8	66
Proprietary Schools	1	2	3	8	67
Training Facilities in Armories or Military Bases.	1	2	3	8	68
Training Facilities in Hospitals.	1	2	3	8	69
Training Facilities in Correctional Institutions. . .	1	2	3	8	70
Industrial/Business Facilities (Co-op. Programs, etc.)	1	2	3	8	71
Other (SPECIFY)____________________	1	2	3	8	72

BEGIN CARD 05

B-23. When during the year can students normally begin, or transfer into, a vocational education program at your facility?

CHECK ALL THAT APPLY. IF YOU DO NOT OFFER A PROGRAM PUT A CHECK IN THE "NA," NOT APPLICABLE, COLUMN.

Table 4

Program	Students Can Begin/Transfer In			Not Applicable (Program Not Offered)	
	Beginning of a School Year	Beginning of a Term	Any Time During The Year		
Secondary	☐	☐	☐	☐	☐ 13
Post-Secondary	☐	☐	☐	☐	☐ 14
Adult	☐	☐	☐	☐	☐ 15

B-24. Do you offer courses on a "parallel schedule" -- i.e., the same course offered at different times to accommodate shift workers, etc.?

Yes 1

No. 2 16

B-25. What criteria do you have for admission of students to vocational education programs in this school?

CIRCLE A NUMBER ON EACH LINE AND WRITE IN A NUMBER IF "1" IS CIRCLED FOR AGE

	Yes	No	
None	1	2	17
High School Diploma	1	2	18
Admission by Lottery	1	2	19
Screening Test	1	2	20
Interview	1	2	21
Demonstration of Ability to Succeed	1	2	22
Space Availability	1	2	23
Age (Specify Minimum _______)	1	2	24 25 26 ☐☐☐

IF THIS IS A POST-SECONDARY INSTITUTION OR IF YOU OFFER POST-SECONDARY OR ADULT PROGRAMS, CONTINUE WITH QUESTION B-26; OTHERWISE GO TO QUESTION B-27.

B-26. Is tuition, or another charge such as a lab fee, etc., charged to any of the following students?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
Students Residing in District	1	2	27
Students From Out of District	1	2	28
Other (Specify) ______________________	1	2	29

B-27. Do school personnel conduct regular formal reviews of program demand (e.g., manpower projections and student interest)?

Yes 1

No. . . . . 2(GO TO B-30) 30

B-28. How often are such reviews conducted?

CIRCLE ONE NUMBER AND WRITE IN A NUMBER IF "2" IS CIRCLED

Annually. 1

Every _____ Years . . . . 2 31 32 ☐☐

Periodically, No Fixed Schedule . . 3

B-29. Which of the following information was used in the latest review of program/course demand?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
Manpower Projections.	1	2	33
Enrollments in Individual Programs.	1	2	34
Placement Percentages	1	2	35
Student Interest Surveys.	1	2	36
Input from Community.	1	2	37
Craft or Advisory Committee Evaluations	1	2	38
Other (SPECIFY)________________________________	1	2	39

____

B-30. Do you have established criteria for discontinuing courses or programs of instruction?

Yes	1	
No.	2(GO TO B-32)	40

B-31. Which of the following criteria are used for discontinuing courses or programs?

CIRCLE A NUMBER ON EACH LINE. FILL IN A NUMBER OR PERCENT WHERE BLANKS ARE PROVIDED.

	Yes	No	
Job Placement of Less Than ____% of Total Students Completing Program	1	2	41 42 43
Teacher Load Less Than _____ Hours Weekly.	1	2	44 45 46
Enrollment Below ____% of Capacity	1	2	47 48 49
Budget Constraints	1	2	50
Other (SPECIFY)________________________________	1	2	51

____

B-32. Which of the following factors have inhibited or prevented the discontinuation of courses or programs?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
Teacher Tenure.	1	2	52
Prior Investments in Equipment or Facilities.	1	2	53
Student Objections.	1	2	54
Community Objections.	1	2	55
Other (SPECIFY)________________________________	1	2	56

____

B-33. Approximately how many programs have been terminated or replaced in the past 10 years?

Number	________	57 58
Don't Know . . .	________	

SECTION C. PLANNING ACTIVITIES

THIS SECTION IS INTENDED TO DESCRIBE ACTIVITIES UNDERTAKEN IN THE PLANNING OF A NEW FACILITY OR ANY ADDITION TO AN EXISTING FACILITY.

(a) Was the planning of your new facility or any addition to an existing facility initiated since 1970?

Yes 1

No. . . . . 2 (END OF QUESTIONNAIRE: THANK YOU FOR YOUR COOPERATION) 59

(b) Is someone who was a participant in the planning and has first-hand knowledge of the activities available to complete this questionnaire?

Yes 1

No. . . . . 2 (END OF QUESTIONNAIRE: THANK YOU FOR YOUR COOPERATION) 60

(c) Please have the remainder of this questionnaire completed by the person most familiar with planning activities and process.

BEGIN CARD 06

C-1. In Table 5 below, identify the personnel and/or groups who participated in each of the NEEDS ASSESSMENT activities identified.

IF AN ACTIVITY DID OCCUR, PUT A CHECK (✓) IN THE BOX UNDER EACH GROUP THAT PARTICIPATED. IF AN ACTIVITY DID NOT FORMALLY OCCUR, PUT A CHECK IN THE BOX UNDER "NA," NOT APPLICABLE.

Table 5

Activities	Groups That Participated										
	State Agency	School Board	School Administration	School Staff	Citizens Groups, Etc.	Craft Committees, Etc.	Consultants	Architects	Students	Other	NA
Manpower Survey*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Community Needs/ Student Interest Survey*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

13	14	15	16	17	18	19	20	21	22

23	24	25	26	27	28	29	30	31	32

BEGIN CARD 07

C-2. In Table 6 below, identify the personnel and/or groups who participated in each aspect of PROGRAM AND FACILITY PLANNING.

IF AN ACTIVITY DID OCCUR, PUT A CHECK (✓) IN THE BOX UNDER EACH GROUP THAT PARTICIPATED. IF AN ACTIVITY DID NOT FORMALLY OCCUR, PUT A CHECK IN THE BOX UNDER "NA," NOT APPLICABLE.

Table 6

Activities	Groups That Participated										
	State Agency	School Board	School Administration	School Staff	Citizens Groups, Etc.	Craft Committees, Etc.	Consultants	Architects	Students	Other	NA
Development of Formal Written Statement of Education Philosophy	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Preparation of Written Program/ Faculty Specifications	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Development of Building Plans	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Equipment Selection	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

13	14	15	16	17	18	19	20	21	22

23	24	25	26	27	28	29	30	31	32

33	34	35	36	37	38	39	40	41	42

43	44	45	46	47	48	49	50	51	52

C-3. Which of the following factors were used in projecting the enrollment for this facility?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
Population Statistics	1	2	53
Projections of High School Enrollment	1	2	54
Projections of High School Graduates.	1	2	55
Results of Student Interest Survey*	1	2	56
Other (SPECIFY) ______________________________	1	2	57

____

C-4. Was a local bond issue required for construction of this school?

Yes	1	58
No.	2	

C-5. Was the size of this school limited in any way by any of the following financial factors?

CIRCLE A NUMBER ON EACH LINE

	Yes	No	
School District Bonding Limits.	1	2	59
Size of Bond Issue Deemed Passable.	1	2	60
Other (SPECIFY) ______________________________	1	2	61

____

C-6. Were differential program costs (e.g., the differences in facility and equipment costs or operating costs associated with different programs) considered in the selection of programs to be included in this facility?

Yes	1	62
No.	2	

BEGIN CARD 08

C-7. Rank the following according to their importance in selecting the instructional programs to be offered at this facility.

PUT A "1" IN FRONT OF THE MOST IMPORTANT ITEM, A "2" IN FRONT OF THE SECOND MOST IMPORTANT ITEM, ETC. IF AN ITEM ON THE LIST WAS NOT FORMALLY CONSIDERED IN PROGRAM SELECTION, PUT AN "0" IN FRONT OF THE ITEM.

______	Local Manpower Projections	☐☐	13-14
______	State Manpower Projections	☐☐	15-16
______	National Manpower Projections	☐☐	17-18
______	Programs Most Often Requested by Students	☐☐	19-20
______	Programs Most Often Requested by Community	☐☐	21-22
______	Recommendation of State Agency	☐☐	23-24
______	Requests from Industry and Labor Organizations	☐☐	25-26
______	Recommendation of Consultants	☐☐	27-28
______	Facility and Equipment Costs of Programs	☐☐	29-30
______	Operating Costs of Programs	☐☐	31-32

C-8. Rank the following factors as to their importance in selecting the location for your new facility.

PUT A "1" IN FRONT OF THE MOST IMPORTANT ITEM; A "2" IN FRONT OF THE SECOND MOST IMPORTANT ITEM, ETC. IF AN ITEM ON THE LIST WAS NOT FORMALLY CONSIDERED IN SITE SELECTION, PUT AN "0" IN FRONT OF THE ITEM.

_____Availability of Public Transportation ☐ 33
_____Cost of Land at Alternative Sites ☐ 34
_____Proximity to Population Served ☐ 35
_____Neighborhood Safety ☐ 36
_____Security (e.g., Problems of Vandalism to the School) ☐ 37
_____Site Size (For Parking) ☐ 38
_____Site Size (For Play Fields) ☐ 39

C-9. In assessing the demand for new instructional programs, was consideration given to the existence and capacity of other public and/or private vocational education or training institutions serving the district or region served by this school?

Yes 1 40
No. . . . . 2 (GO TO C-11)

C-10. What information was sought on the availability or capacity of other vocational education and training resources available in the district or region served by this school?

CHECK THE APPROPRIATE SET(S) OF BRACKETS ON EACH LINE

Table 7

Vocational Education and Training Resources	Information Was Sought On: Programs Offered	Information Was Sought On: Capacity of Programs	Not Considered	
Secondary Schools Serving Region	[ ]	[ ]	[ ]	☐ 41
Post-Secondary Schools Serving Region	[ ]	[ ]	[ ]	☐ 42
Proprietary Schools With Vocational Programs	[ ]	[ ]	[ ]	☐ 43
Private, Non-profit Training Facilities	[ ]	[ ]	[ ]	☐ 44
Manpower (CETA) Skill Centers, Etc.	[ ]	[ ]	[ ]	☐ 45
Hospital Teaching Programs	[ ]	[ ]	[ ]	☐ 46
Union Training Programs	[ ]	[ ]	[ ]	☐ 47
Industrial Training Programs	[ ]	[ ]	[ ]	☐ 48

C-11. Did you ever CONSIDER OR USE alternatives to the construction of a new facility for either temporary or long term use?

Yes. 1 49
No . . . . 2(GO TO C-14)

C-12. Which of the following alternatives to the construction of a new facility were used, considered but not used, or not considered?

CIRCLE A NUMBER ON EACH LINE

Table 8

Alternatives	Used	Considered But Not Used	Not Considered	
Conversion of a Facility That Was Already the Property of the School System	1	2	3	50
The Purchase and Conversion of a Facility	1	2	3	51
The Purchase of Services From a Proprietary School	1	2	3	52
Shared Space with a Non-Educational Institution (Hospital, Military Training Facility, etc.)	1	2	3	53
Rental or Lease of a Facility	1	2	3	54
Facility Constructed for This School System Under a Lease or Lease/Purchase Agreement	1	2	3	55

IF YOU ANSWERED "CONSIDERED BUT NOT USED" TO ANY OF THE ALTERNATIVES LISTED IN TABLE 8 CONTINUE WITH QUESTION C-13; OTHERWISE, GO TO C-14.

C-13. Please indicate which of the following best describe the reasons for rejecting these alternatives.

BEGIN CARD 09

CHECK ALL THAT APPLY. IF AN ALTERNATIVE WAS USED, OR WAS NEVER CONSIDERED, CHECK "NA," NOT APPLICABLE.

Table 9

Alternatives	Considered but not used because:						
	Suitable Resources were not Available	Not Allowed by State Law	Not Funded by State	Not Desired by Community	Adminis-trative Difficulty	Consid-ered too Expensive	NA
Conversion of a Facility That Was Already the Property of the School System	☐	☐	☐	☐	☐	☐	☐
The Purchase and Conversion of a Facility	☐	☐	☐	☐	☐	☐	☐
The Purchase of Services from a Proprietary School	☐	☐	☐	☐	☐	☐	☐
Shared Space with a Non-Educational Institution (Hospital, Military Training Facility, etc.)	☐	☐	☐	☐	☐	☐	☐
Rental or Lease of a Facility	☐	☐	☐	☐	☐	☐	☐
Facility Constructed for School System Under a Lease/Purchase Agreement	☐	☐	☐	☐	☐	☐	☐

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48

C-14. In planning your new facility which of the following approaches to vocational laboratory design were used, considered but not used, or not considered?

CIRCLE A NUMBER ON EACH LINE

Table 10

Approaches	Used	Considered But Not Used	Not Considered	
Unit Shop/Laboratories*.	1	2	3	49
Open Plan Laboratory* (Single Program)	1	2	3	50
Open Plan Cluster Laboratory* (Cluster Laboratory)	1	2	3	51
Other (DESCRIBE) ____________________	1	2	3	52
____________________				
____________________				

IF YOU ANSWERED "CONSIDERED BUT NOT USED" TO ANY OF THE OPTIONS IN C-14 CONTINUE WITH QUESTION C-15; OTHERWISE, GO TO C-16.

C-15. Please indicate which of the following best describes the reasons for rejecting those design approaches considered but not used.

CHECK ALL THAT APPLY. IF AN ALTERNATIVE WAS USED, OR WAS NEVER CONSIDERED, CHECK "NA," NOT APPLICABLE.

Table 11

	Considered But Rejected Because:				
Approaches	Not Appropriate to Educational Program	Not Desired by Staff	Not Desired by Community, School Board, etc.	Too Expensive	NA
Unit Shop/Laboratory*.	☐	☐	☐	☐	☐
Open Plan Laboratory*.	☐	☐	☐	☐	☐
Open Plan Cluster Laboratory*.	☐	☐	☐	☐	☐

53	54	55	56		57	58	59	60		61	62	63	64

C-16. Which of the following costs were considered in building planning or construction?

CIRCLE A NUMBER ON EACH LINE

Table 12

	Considered	Not Considered	DK	
Annual Maintenance Costs	1	2	8	65
Annual Energy Costs.	1	2	8	66
Life-Cycle Cost (Structure).	1	2	8	67
Other (SPECIFY) ______________________	1	2	8	68
______________________				
______________________				

THANK YOU FOR YOUR COOPERATION

APPENDIX C

MAILGRAM

WESTAT, INC. 0081
11600 NEBEL ST
ROCKVILLE MD 20850

western union Mailgram

2-096001U294 10/21/77 ICS WA16614 RVDB
00005 MLTN VA 10/21/77

MISS MARTHA BERLIN
C/O WESTAT
11600 NEBEL ST
ROCKVILLE MD 20852

RECENTLY WESTAT RESEARCH INC. SENT YOU A QUESTIONNAIRE REQUESTING INFORMATION ABOUT YOUR VOCATIONAL EDUCATION FACILITIES AND PROGRAM. WESTAT IS CARRYING OUT THIS STUDY FOR THE U.S. OFFICE OF EDUCATION.

SINCE YOUR COMPLETED QUESTIONNAIRE HAS NOT YET BEEN RECEIVED YOU WILL RECEIVE A SECOND QUESTIONNAIRE WITHIN THE NEXT FEW DAYS.

THE RESULTS OF THIS STUDY ARE OF CONSIDERABLE IMPORTANCE TO THE U.S. OFFICE OF EDUCATION AND I EARNESTLY REQUEST YOUR PARTICIPATION.

THANK YOU FOR YOUR ASSISTANCE.

JOHN W. EVANS
ASSISTANT COMMISSIONER FOR PLANNING BUDGETING AND EVALUATION
U.S. OFFICE OF EDUCATION

2154 EST

MGMCOMP MGM

TO REPLY BY MAILGRAM, SEE REVERSE SIDE FOR WESTERN UNION'S TOLL - FREE PHONE NUMBERS

APPENDIX D

LOCAL VOCATIONAL EDUCATION AGENCY TELEPHONE SURVEY INSTRUMENT

OMB #: 51-S7708
Expires: December, 1977

WESTAT USE ONLY

NATIONAL STUDY OF VOCATIONAL EDUCATION FACILITIES AND RESOURCE UTILIZATION

Hello, I would like to speak to (NAME ON LABEL). I'm (NAME) from Westat Research of Washington, D.C. We recently sent you a questionnaire for a study on Vocational Education facilities that we are conducting for the U.S. Office of Education.

Since we have not received your completed questionnaire, we would like to administer this shortened version on the phone -- it should only take about 30 to 40 minutes.

A. In order to make sure you should be included in our study I would like to verify a few items. First of all:

	YES	NO
1. Have you already sent a completed questionnaire to us? . . .	☐	☐
2. Is this a non-public school?	☐	☐
3. Is this a junior high school?.	☐	☐

INTERVIEWER CHECK

IF YES AT 1, TERMINATE CONTACT AND SAY: We'll be expecting it in the mail. Thank you for your cooperation.

IF YES AT 2 OR 3 TERMINATE CONTACT AND SAY: Our study does not include schools like yours, therefore I won't have to ask you any further questions. Thank you for your cooperation.

IF NO AT 1, 2, AND 3 CONTINUE WITH "4."

	YES	NO
4. Do you have less than five vocational education classrooms, shops or labs?.	☐ (GO TO 5)	☐ (GO TO B)
5. Are you a participant in a regional occupational program?*.	☐	☐

INTERVIEWER CHECK QUESTION 5

IF YES SAY: This is a special case and we would like to administer the questionnaire to you.

IF NO SAY: Our study does not include schools like yours, therefore I won't have to ask you any further questions. Thank you for your cooperation.

B. Is this a "satellite" or extension campus of another institution?

YES. 1

NO . . . . 2 (GO TO C)

(IF YES)

What is the name of your parent institution?

____

____

GO TO D

C. Is this a parent institution of a school having multiple campuses, exclusive of temporary quarters in other institutions?

YES. 1

NO . . . . 2 (GO TO D)

(IF YES)

What are the names and addresses of your other campuses?

CAMPUS NAME	ADDRESS

D. Does this school participate in a regional occupational education program involving shared-time programs in two or more high schools?

YES. 1

NO . . . . 2 (GO TO INTERVIEWER CHECK)

(IF YES)

What are the names and addresses of the participating schools?

SCHOOL NAME	ADDRESS

INTERVIEWER CHECK

IF YES TO B, C, OR D ABOVE, SAY: When answering the following questions please answer for your facility or campus only.

BEGIN CARD 01

SECTION A. INSTITUTIONAL INFORMATION

The first set of questions are intended to provide information about this school facility, its capacity, and the types of programs offered. If you are still engaged in the planning or construction of your new school facility, please answer these questions as they will apply when you are in operation.

TIME BEGAN: ____________________

A-1. First, which of the following best describes this school: Is it a:

(READ ALL ITEMS AND CIRCLE ONE NUMBER - RECORD HERE AND ON FOLDOUT)

Comprehensive High School** 1

Vocational High School** 2

Vocational Center (Shared Time)** 3 13

Technical Institute** 4

Community College** 5

Or Some Other Type of School (IF OTHER) Would you please describe the program and identify the level of students served?

TYPE ______________________________

LEVEL ______________________________

____

		YES	NO	DK	
A-2.	Is this school a designated "Area Vocational School?"*	1	2	8	14
	Is this school a participant in a regional occupational education program?*	1	2	8	15

INTERVIEWER CHECK QUESTION A-1

IF CODED 1, 2, 3 or "OTHER"-SECONDARY LEVEL, CONTINUE WITH A-3;

IF CODED 4, 5 or "OTHER"-POSTSECONDARY LEVEL, GO TO A-5.

A-3. Does this school serve a single school district or more than one school district?

(RECORD HERE AND ON FOLDOUT)

SINGLE SCHOOL DISTRICT 1

MORE THAN ONE SCHOOL DISTRICT. 2 16

A-4. Is this a senior high school, junior/senior high school or vocational center?

SENIOR HIGH SCHOOL 1

JUNIOR/SENIOR HIGH SCHOOL. 2 17

VOCATIONAL CENTER. 3

A-5. Which of the following types of students are served by this institution?

(READ ALL ITEMS AND CIRCLE A NUMBER ON EACH LINE - RECORD HERE AND ON FOLDOUT)

	YES	NO	
Secondary.	1	2	18
Post-Secondary**	1	2	19
Adult**.	1	2	20

A-6. Which of the following best describes the population served by your school district or "service area?" Do your students mostly come from:

(CIRCLE ONLY ONE - STOP READING CATEGORIES WHEN R RESPONDS)

A central city of a large urbanized area with a metropolitan area population over five hundred thousand. 1

A suburb of such a large urbanized area. 2

A central city of a medium size urbanized area with a metropolitan area population between one hundred thousand and five hundred thousand 3

A suburb of such a medium size urbanized area. 4 21

A city and/or urban fringe of a small urbanized area with a metropolitan area population between twenty-five thousand and one hundred thousand 5

A town or school district with a population of less than twenty-five thousand people 7

Or, a regional service area defined as a multi-town service area not elsewhere classified 6

A-7. I'd like to ask you about the approximate number of students you serve annually.

> INTERVIEWER CHECK FOLDOUT, QUESTION A-5:
>
> IF SECONDARY STUDENTS SERVED, CONTINUE WITH (a).
>
> IF SECONDARY STUDENTS NOT SERVED, CHECK HERE [ ] AND GO TO INTERVIEWER CHECK BELOW.

a. Are secondary students enrolled in a Shared-Time Program?

YES. 1
NO . . . . 2 (GO TO c)

b. How many secondary students are enrolled in a Shared-Time Program?

NUMBER IN SHARED-TIME ______________________

c. Are secondary students enrolled in a Full-Time Program?

YES. 1
NO . . . . 2 (GO TO INTERVIEWER CHECK BELOW)

d. How many secondary students are enrolled in a Full-Time Program?

NUMBER IN FULL-TIME ______________________

> INTERVIEWER CHECK FOLDOUT, QUESTION A-5:
>
> IF POST-SECONDARY AND/OR ADULT STUDENTS SERVED, CONTINUE WITH (e);
>
> OTHERWISE, CHECK HERE [ ] AND GO TO QUESTION A-8.

e. Are post-secondary and/or adult students enrolled in a Day Program?

YES. 1
NO . . . . 2 (GO TO g)

f. How many post-secondary and adult students are enrolled in a Day Program?

NUMBER IN DAY PROGRAM ______________________

g. Are post-secondary and/or adult students enrolled in an Evening Program?

YES. 1
NO . . . . 2 (GO TO A-8)

h. How many post-secondary and adult students are enrolled in an Evening Program?

NUMBER IN EVENING PROGRAM ______________________

22	23	24	25	26		27	28	29	30	31

32	33	34	35	36		37	38	39	40	41

A-8. We'd like to ask about your institution's receipt of Federal funds. Do you, or did you, receive Federal Vocational Education Act funds for...

(READ ALL ITEMS AND CIRCLE A NUMBER ON EACH LINE)

	YES	NO	DK or NA	
New Construction Including Additions.	1	2	8	42
Renovation.	1	2	8	43
Initial Equipment	1	2	8	44
Replacement Equipment	1	2	8	45

A-9. Do you receive Federal Vocational Education Act funds for the operation of all, some, or none of your vocational education programs?

ALL. 1
SOME 2
NONE 3 46
DON'T KNOW 8

QUESTIONS A-10 AND A-11 OMITTED COLUMNS 47-54: BLANK FILL

INTERVIEWER ASK: Did your institution construct its initial facilites, or additions to the original facilities?

YES. . . . . [ ]
NO . . . . [ ] 55 ☐

IF YES, CONTINUE WITH QUESTION A-12

IF NO, GO TO A-21.

BEGIN CARD 02

A-12. I'm going to ask you some questions about these buildings or additions. For any constructed prior to 1965 please estimate the answer as best you can. If your buildings were constructed in phases please consider each phase as a separate project. FOR EACH FACILITY OR ADDITION COMPLETED, ASK (a), (b), (c), AND (d) IN SEQUENCE AND RECORD BELOW.

(a) When was this facility or addition completed?	(b) What was its approximate area in square feet?	(c) What was the approximate building and equipment cost?	(d) Did you construct any other facilities or additions?
19 ______	______	$______	YES. . . [ ] (GO TO (a) NEXT LINE) NO . . . [ ] (GO TO A-21)
19 ______	______	$______	YES. . . [ ] (GO TO (a) NEXT LINE) NO . . . [ ] (GO TO A-21)
19 ______	______	$______	YES. . . [ ] (GO TO (a) NEXT LINE) NO . . . [ ] (GO TO A-21)
19 ______	______	$ ______	(GO TO A-21)

13	14	15	16	17	18	19	20		21	22	23	24	25	26	27	28

29	30	31	32	33	34	35	36		37	38	39	40	41	42	43	44

QUESTIONS A-13 THRU A-20 OMITTED	COLUMNS 45-77: BLANK FILL

A-21 I am going to read you a list of vocational shops, laboratories and classrooms. As I read this list, please tell me:

(a & b) Whether or not you have the shop, laboratory or classroom in your facility and how many of each type you have. We are only interested in spaces in your buildings, not off-site or community facilities unless they are controlled by this school -- such as a rented or leased facility. Feel free to tell me the names of any shops, laboratories or classrooms that you have which I may not mention. Let's begin with facilities related to Agriculture. Do you have facilities in...? [IF YES] How many shops, classrooms and/or laboratories do you have related to this program?

(GO TO COLUMN (a & b); READ ENTIRE LIST AND RECORD ANSWERS)

(c & d) Now I'd like to ask you some questions about these shops, classrooms and laboratories which relate to the number of hours each is used during your regular school day. For this study we are defining a regular school day as exclusive of your evening program or special afternoon programs if you have them. What are the operating hours of your regular school day during the regular school year? (RECORD AT B-1 ON FOLDOUT AND CONTINUE.)

For each of the shops, labs and classrooms that you have, I'd like to ask about the maximum capacity of each per class period and the number of hours each is used during the regular school day that you have just described.

What about [INSERT NAME OF AVAILABLE FACILITY]? What is the maximum capacity of these shops, classrooms and laboratories? And how many hours are they used during the regular school day?

(ASK (c & d) AND RECORD FOR EACH AVAILABLE FACILITY)

(e, f, & g) Finally how many students use the shops, classrooms and labs for [INSERT NAME OF AVAILABLE FACILITY] in the day program? Of this number, how many are female? Please give me these two figures separately. And I'd like you to tell me if the shops, classrooms and laboratories are used in the evening.

(GO TO COLUMNS e, f, & g) AND RECORD ANSWERS FOR APPROPRIATE CATEGORIES FOR EACH AVAILABLE FACILITY)

TABLE 1

Area Name	(a) Has Facility Yes	(a) Has Facility No	(b) Number of Shops, Classrooms/ Laboratories	(c) Maximum Capacity Per Shop, Classroom or Lab	(d) # Hours Used During REGULAR DAY SESSION*	Students Served Per Day During Regular Day Session (e) Total	Students Served Per Day During Regular Day Session (f) Female	(g) Used in Evening Program Yes	(g) Used in Evening Program No
AGRICULTURE									
101 Agricultural Production	[ ]	[ ]	________	________	________	_____	_____	[ ]	[ ]
102 Agricultural Mechanics	[ ]	[ ]	________	________	________	_____	_____	[ ]	[ ]
103 Greenhouse	[ ]	[ ]	________	________	________	_____	_____	[ ]	[ ]
104 Horticulture and Related	[ ]	[ ]	________	________	________	_____	_____	[ ]	[ ]
105 Related Classroom**	[ ]	[ ]	________	________	XXXXXXXX	XXXXX	XXXXX	XXX	XXX
Do you have any other facilities related to agriculture? (IF YES) Which others?	[ ]	[ ]							
			________	________	________	_____	_____	[ ]	[ ]
			________	________	________	_____	_____	[ ]	[ ]
			________	________	________	_____	_____	[ ]	[ ]
			________	________	________	_____	_____	[ ]	[ ]
			________	________	________	_____	_____	[ ]	[ ]
MARKETING AND DISTRIBUTIVE EDUCATION									
201 General Merchandising	[ ]	[ ]	________	________	________	_____	_____	[ ]	[ ]
202 Hotel/Motel	[ ]	[ ]	________	________	________	_____	_____	[ ]	[ ]
203 School Store	[ ]	[ ]	________	________	________	_____	_____	[ ]	[ ]
204 Related Classroom**	[ ]	[ ]	________	________	XXXXXXXX	XXXXX	XXXXX	XXX	XXX
Any other facilities related to Marketing and Distributive Education? (IF YES) Which others?	[ ]	[ ]							
			________	________	________	_____	_____	[ ]	[ ]
			________	________	________	_____	_____	[ ]	[ ]
			________	________	________	_____	_____	[ ]	[ ]
			________	________	________	_____	_____	[ ]	[ ]
			________	________	________	_____	_____	[ ]	[ ]

** Related Classroom is a classroom used exclusively in conjunction with one or more of the shops or laboratories identified in each section. General purpose classrooms used to teach courses which may be part of the program of instruction of students studying in each of these shops or laboratories are not counted as "related classrooms."

Table 1 (Cont.)

		(a)		(b)	(c)	(d)			(g)	
		Has Facility		Number of Shops, Classrooms/ Laboratories	Maximum Capacity Per Shop, Classroom or Lab	# Hours Used During REGULAR DAY SESSION*	Students Served Per Day During Regular Day Session		Used in Evening Program	
	Area Name	Yes	No				(e) Total	(f) Female	Yes	No
	HOME ECONOMICS - OCCUPATIONAL									
301	Child Development	☐	☐	______	______	______	______	______	☐	☐
302	Sewing & Tailoring	☐	☐	______	______	______	______	______	☐	☐
303	Foods & Nutrition	☐	☐	______	______	______	______	______	☐	☐
304	Interior Decorating	☐	☐	______	______	______	______	______	☐	☐
305	Related Classroom**	☐	☐	______	______	XXXXXXXX	XXXXX	XXXXX	XXX	XXX
	Any other facilities related to Home Economics - Occupational? (IF YES) Which others?	☐	☐							
	______			______	______	______	______	______	☐	☐
	______			______	______	______	______	______	☐	☐
	______			______	______	______	______	______	☐	☐
	______			______	______	______	______	______	☐	☐
	HEALTH OCCUPATIONS									
401	Nursing	☐	☐	______	______	______	______	______	☐	☐
402	Medical Assistant	☐	☐	______	______	______	______	______	☐	☐
403	Medical Laboratory Assistant	☐	☐	______	______	______	______	______	☐	☐
404	Dental Assistant	☐	☐	______	______	______	______	______	☐	☐
405	Dental Laboratory Assistant	☐	☐	______	______	______	______	______	☐	☐
406	Inhalation or Respiratory Therapy	☐	☐	______	______	______	______	______	☐	☐
407	Physical Therapy	☐	☐	______	______	______	______	______	☐	☐
408	Occupational Therapy	☐	☐	______	______	______	______	______	☐	☐
409	Operating Room Assistant	☐	☐	______	______	______	______	______	☐	☐
410	Related Classrooms**	☐	☐	______	______	XXXXXXXX	XXXXX	XXXXX	XXX	XXX
	Any other facilities related Health Occupations? (IF YES) Which others?	☐	☐							
	______			______	______	______	______	______	☐	☐
	______			______	______	______	______	______	☐	☐
	______			______	______	______	______	______	☐	☐
	______			______	______	______	______	______	☐	☐
	______			______	______	______	______	______	☐	☐
	OFFICE OCCUPATIONS									
501	Typing	☐	☐	______	______	______	______	______	☐	☐
502	Stenography	☐	☐	______	______	______	______	______	☐	☐
503	Accounting	☐	☐	______	______	______	______	______	☐	☐

TABLE 1 (Cont.)

		(a)		(b)	(c)	(d)	Students Served Per Day During Regular Day Session		(g)	
	Area Name	Has Facility Yes	No	Number of Shops, Classrooms/ Laboratories	Maximum Capacity Per Shop, Classroom or Lab	# Hours Used During REGULAR DAY SESSION*	(e) Total	(f) Female	Used i Evenin Progra Yes	N
	OFFICE OCCUPATIONS (Cont.)									
504	Office Machines	☐	☐						☐	☐
505	Office Practices	☐	☐						☐	☐
506	Related Classrooms**	☐	☐			XXXXXXXX	XXXXX	XXXXX	XXX	XX
	Any other facilities related to Office Occupations? (IF YES) Which others?	☐	☐							
									☐	☐
									☐	☐
	TECHNICAL & TRADE & INDUSTRY									
601	Air Conditioning-Refrigeration	☐	☐						☐	☐
602	Appliance Repair	☐	☐						☐	☐
603	Auto Mechanics	☐	☐						☐	☐
604	Auto Body & Fender	☐	☐						☐	☐
605	Aviation Mechanics	☐	☐						☐	☐
606	Building Construction	☐	☐						☐	☐
607	Business Machine Repair	☐	☐						☐	☐
608	Chemical Technology	☐	☐						☐	☐
609	Civil Technology	☐	☐						☐	☐
610	Commercial Art	☐	☐						☐	☐
611	Cosmetology	☐	☐						☐	☐
612	Data Processing (Computer)	☐	☐						☐	☐
613	Diesel Mechanics	☐	☐						☐	☐
614	Drafting	☐	☐						☐	☐
615	Electricity	☐	☐						☐	☐
616	Electronics	☐	☐						☐	☐
617	Environmental Technology	☐	☐						☐	☐
618	Fire Science	☐	☐						☐	☐
619	Food Service (Culinary Arts)	☐	☐						☐	☐
620	Heavy Equipment Maintenance	☐	☐						☐	☐
621	Masonry	☐	☐						☐	☐
622	Machine Shop	☐	☐						☐	☐
623	Mechanical Technology	☐	☐						☐	☐
624	Painting & Decorating	☐	☐						☐	☐
625	Photography	☐	☐						☐	☐

TABLE 1 (Cont.)

	Area Name	(a) Has Facility Yes	(a) Has Facility No	(b) Number of Shops, Classrooms/ Laboratories	(c) Maximum Capacity Per Shop, Classroom or Lab	(d) # Hours Used During REGULAR DAY SESSION*	Students Served Per Day During Regular Day Session (e) Total	Students Served Per Day During Regular Day Session (f) Female	(g) Used in Evening Program Yes	(g) Used in Evening Program No
	TECHNICAL & TRADE & INDUSTRY (Cont.)									
626	Plumbing	☐	☐						☐	☐
627	Police Science	☐	☐						☐	☐
628	Printing & Graphics	☐	☐						☐	☐
629	Radio-TV	☐	☐						☐	☐
630	Sheet Metal	☐	☐						☐	☐
631	Small Engine Repair	☐	☐						☐	☐
632	Textiles	☐	☐						☐	☐
633	Welding	☐	☐						☐	☐
634	Woodworking	☐	☐						☐	☐
635	Related Classrooms**	☐	☐			XXXXXXXX	XXXXX	XXXXX	XXX	XXX
	Any other facilities related to Technical, Trade & Industry? (IF YES) Which others?	☐	☐							
									☐	☐
									☐	☐
									☐	☐
		GO BACK TO (c & d) AT BEGINNING OF QUESTION A-21			GO BACK TO (e & f)		GO BACK TO (g)			

78 79

INTERVIEWER ASK: Are you still engaged in the construction of this facility, or are you in your first year of operation?

YES. . . . . ☐
NO . . . . ☐

80

IF NO, CONTINUE WITH INTERVIEWER CHECKPOINT ON PAGE 15 ABOVE B-5.

IF YES, SAY: The information you gave us will be most helpful and I do appreciate the time you spent participating in our study. These are all the questions I need to ask you. RECORD TIME ENDED ON FOLDOUT.

BEGIN CARD 03

13 14 15 16 17 18 19 20

QUESTIONS B-2 THRU B-4 OMITTED COLS. 21-77 AND CARD 04, COLS. 13-16: BLANK FILL

INTERVIEWER CHECK FOLDOUT QUESTIONS A-1, A-3, AND/OR A-5

A-1	A-3	A-5	THEN
1			GO TO B-5
2	1		GO TO B-5
2	2		GO TO B-6
3		SECONDARY	GO TO B-6
3		POST-SEC./ADULT ONLY	GO TO B-11
4			GO TO INTERVIEWER CHECK BELOW B-10
5			GO TO INTERVIEWER CHECK BELOW B-10
"OTHER" SECONDARY			GO TO B-5
"OTHER" POST-SEC.			GO TO INTERVIEWER CHECK BELOW B-10

B-5. Is your school system also served by a vocational center or a regional vocational high school?

YES. 1

NO 2 17

B-6. Does your school engage in any form of shared-time programs* or joint vocational education programs with another high school or secondary institution?

YES. 1

NO . . . . 2 (GO TO B-8) 18

B-7. I'd like to ask you about these shared time* or joint vocational education programs. Do you have a:

(READ ALL ITEMS AND CIRCLE A NUMBER ON EACH LINE)

	YES	NO	
Shared-Time Program With A Comprehensive High School.	1	2	19
Shared-Time Program With A Vocational Center	1	2	20
Shared-Time Program With A Vocational High School (Including a Regional Vocational High School)	1	2	21
Other Types of Shared-Time Programs. . . . . (IF YES) Could You Describe It to Me?	1	2	22

____

____

____

B-8. Are there any (other) post-secondary institutions including community colleges, technical institutes, universities, etc. which offer vocational instruction in the same geographic areas you serve?

YES. 1

NO . . . . 2 (GO TO INSTRUCTIONS BELOW B-10) 23

B-9. Do you share resources or engage in any form of student exchange with any of the post-secondary institutions in the region served by this school?

YES. 1

NO . . . . 2 (GO TO INSTRUCTIONS BELOW B-10) 24

B-10. What arrangements do you have for sharing resources or for student exchange with any of these post-secondary institutions?

(READ ALL ITEMS AND CIRCLE A NUMBER ON EACH LINE)

	YES	NO	
Do High School Students Take Shop/Laboratory Classes (Only) at Post-Secondary Institution(s)?	1	2	25
May High School Students Attend All Classes at Post-Secondary Institution(s)?	1	2	26
Are Vocational Facilities of Post-Secondary Institution(s) Used by High School Vocational Education Program(s)?	1	2	27
Is There Joint Occupancy of Facilities with Post-Secondary Institution(s)?	1	2	28
Is There Some Other Arrangement?	1	2	29

(IF YES) Would you describe it to me? ____________________

____

____

____

INTERVIEWER CHECK FOLDOUT QUESTIONS A-1, A-3 AND/OR A-5

A-1	A-3	A-5	THEN
1	1		GO TO INTERVIEWER CHECK ABOVE B-18
1	2		GO TO B-11
2	1		GO TO INTERVIEWER CHECK ABOVE B-18
2	2		GO TO B-11
3			GO TO B-11
4		SECONDARY	GO TO B-11
4		POST-SEC./ADULT ONLY	GO TO INTERVIEWER CHECK ABOVE B-14
5		SECONDARY	GO TO B-11
5		POST-SEC./ADULT ONLY	GO TO INTERVIEWER CHECK ABOVE B-14
"OTHER" SECONDARY			GO TO B-11
"OTHER" POST-SEC.			GO TO INTERVIEWER CHECK ABOVE B-14

B-11. Approximately how many high school districts are included in the region you serve?

NUMBER OF DISTRICTS ____________________ 30 31

B-12. Approximately how many of these high school districts offer their own vocational education programs?

NUMBER OF DISTRICTS ____________________ 32 33

B-13. Approximately how many of these high school districts participate in your vocational education program?

NUMBER OF DISTRICTS ____________________ 34 35

INTERVIEWER CHECK FOLDOUT, QUESTION A-1

A-1	THEN
IF CODED 1, 2, 3 OR OTHER SECONDARY LEVEL	GO TO INTERVIEWER CHECK ABOVE B-18
IF CODED 4, 5 OR OTHER POST-SECONDARY LEVEL	GO TO B-14

B-14. Do you share resources or engage in any form of student exchange with any high schools or other secondary or post-secondary institutions in the region served by this school?

YES. 1

NO . . . . 2(GO TO B-16) 36

B-15. What arrangements do you have for sharing facilities or other resources?

(READ ALL ITEMS AND CIRCLE A NUMBER ON EACH LINE)

	YES	NO	
Are Secondary School Vocational Facilities used by your Institution Afternoons, Evenings, Summer, etc?.	1	2	37
Do Students from your Institution Take Shop/Laboratory Courses at a Secondary Vocational School?	1	2	38
Do Students from your Institution Take Shop/Laboratory Courses at Another Post-Secondary Institution?.	1	2	39
Do High School Students Attend Institution for Instruction in Vocational Education?.	1	2	40
Is There Joint Occupancy of your Facility with a Secondary Institution?.	1	2	41
Is There Some Other Arrangement?.	1	2	42

(IF YES) Could You Describe It To Me? ______________________________

____

____

B-16. What kind of credit, if any, are students given for completing a high school vocational education course or program. Do they receive:

(READ ALL ITEMS AND CIRCLE A NUMBER ON EACH LINE)

	YES	NO	
Course Credit.	1	2	43
Advanced Placement	1	2	44

INTERVIEWER CHECK QUESTION B-16: IF "YES" TO EITHER ITEM, CONTINUE; OTHERWISE, GO TO INTERVIEWER CHECK ABOVE B-18.

B-17. On what basis is (course credit/advanced placement) given? Do you:

(READ ALL ITEMS AND CIRCLE A NUMBER ON EACH LINE)

	YES	NO	
Interview Students	1	2	45
Give Examinations to Students.	1	2	46
Review Transcripts of Prior Course Work. .	1	2	47

INTERVIEWER ASK: I would like to verify whether or not you have a shared-time program?

YES. . . . . [ ]
NO . . . . [ ]

IF YES, CONTINUE WITH B-18.

IF NO, SAY: These are all the questions I have. The information you gave us will be most helpful and I do appreciate the time you spent participating in our study. RECORD TIME ENDED ON FOLDOUT.

B-18. On what schedule does your shared-time program operate? Do students:

(READ ALL ITEMS AND CIRCLE A NUMBER ON EACH LINE)

	YES	NO	
Alternate Half Days in "Home" School and Vocational School?	1	2	48
Alternate Days in "Home" School and Vocational School?	1	2	49
Alternate Weeks in "Home" School and Vocational School?. . . .	1	2	50
Have a "3-2 Program," for example, 3 Days in "Home" School; 2 Days at Vocational School?	1	2	51
Have Some Other Schedule?.	1	2	52

(IF YES) Could you describe it to me? ____________________

____

____

____

These are all the questions I have to ask you. The information you gave us will be most helpful and I do appreciate the time you spent participating in our study.

(RECORD TIME ENDED ON FOLDOUT)

QUESTIONS B-19 - B-33 AND SECTION C OMITTED

COLUMNS 53-72 AND
CARDS 05-09: BLANK FILL

A-1. DESCRIPTION OF SCHOOL:

COMPREHENSIVE HIGH SCHOOL 1
VOCATIONAL HIGH SCHOOL. 2
VOCATIONAL CENTER (SHARED-TIME) 3
TECHNICAL INSTITUTE 4
COMMUNITY COLLEGE 5
OTHER - SECONDARY LEVEL . . . .[ ]
OTHER - POST-SECONDARY LEVEL. . . . .[ ]

A-3. REGION SERVED:

SINGLE SCHOOL DISTRICT. 1
MORE THAN ONE SCHOOL DISTRICT 2

A-5. SCHOOL SERVES:

	YES	NO
SECONDARY	1	2
POST-SECONDARY.	1	2
ADULT	1	2

B-1. REGULAR SCHOOL DAY HOURS:

FROM ______________ TO ______________

TIME INTERVIEW ENDED: __________________

APPENDIX E

"STATE AGENCY INTERVIEW GUIDE"

State Vocational Education Agency Interview Guide

NATIONAL STUDY OF VOCATIONAL EDUCATION
FACILITIES AND RESOURCE UTILIZATION

Conducted for:

U.S. Office of Education
Office of Planning, Budgeting and Evaluation
Washington, D.C.

Contract #300-76-0315

By:

Westat, Inc.
11600 Nebel Street
Rockville, Maryland 20852

(Refer all questions to Dr. Alan Woodruff, Project Director: 301-881-5310)

Name of Agency: ______________________

State: ______________________

ID #: ______________________

Date Interview Completed: ________ / ________ / ________

Time Interview Began: ______________ ________ AM/PM

INTRODUCTORY STATEMENT

The "National Study of Vocational Education Facilities and Resource Utilization" is a national study intended to provide a comprehensive description of:

- The organization of vocational education at the State and local levels;
- The availability and utilization of vocational facility resources; and
- Policies for the funding of vocational education facility construction and program operation.

The project was funded by the OPBE - the Office of Planning, Budgeting and Evaluation of the U.S. Office of Education - based on a request from Bill Pierce, when he was Associate Commissioner of the Bureau of Occupational and Adult Education - to conduct a detailed examination of the issues raised in the G.A.O. report (with which I am sure you are familiar).

The purpose of this study is, among other things, to identify the differences between States so that Congress - when they enact legislation - and the Office of Education - when they formulate rules and regulations - will have a better understanding of the conditions which exist within each State and will be better able to assess the impact and viability of the Federal legislation in meeting its intended objectives within the context of "givens" which exist at the State level.

This is a national study, the first of its kind ever undertaken, and is being administered in all 56 States AND the Territories. This study is being conducted on the basis of a census of all State Vocational Education Agencies and schools of interest to this study - rather than as a sample of these agencies and institutions - because we recognize that there are great differences in the organization of the vocational education systems of the different States and the legislation and policies under which each State operates.

This study is primarily a descriptive study in the sense that we are concerned solely with the identification and description of the system as it exists. There is no evaluation component to this study, per se. Rather, the product of this study is intended primarily to provide a better reference and data base for Federal planning through an identification of the unique characteristics of each State as they relate to the mandates of Federal legislation.

As you probably know from information which has been sent to you during the year, this study involves two survey activities: a) a mailed survey (a copy of which was sent to you) which is being sent to ALL secondary and 2-year postsecondary institutions meeting the definition of an "area vocational school" as specified by the Vocational Education Act of 1963; and these interviews with the State agency to which these institutions are responsible.

While the client for this study is OPBE, it has been developed in close cooperation with both BOAE - the Bureau of Occupational and Adult Education - and NCES - the National Center for Education Statistics. Leroy Cornelsen in BOAE and Bob Morgan of NCES - have both been closely involved in this study since its inception; and the issues we are addressing and the data we are seeking is to be used in meeting a number of objectives of these agencies as well as the objectives of this study.

In today's interview I want to discuss five subject areas:

- The organization of the State agencies for vocational education and the relationship which exists between agencies if more than one agency has responsibility for institutions offering vocational education;
- The organization and operating characteristics of all institutions responsible for the delivery of vocational education;
- The funding of construction and equipment acquisition;
- The funding of program operation; and
- Planning practices as they apply to facility planning.

Before we get into my questions I'd like to let you know something about what will be done with this data.

First, as a result of this interview we will prepare a write-up of vocational education in (State name) based on the information you provide me. This write-up will be returned to you for your review to be certain I have recorded everything correctly and to give you an opportunity to fill in any data you may not have immediately available.

Then, after we have completed the survey of local education agencies and completed our review of secondary source data - such as your State plan and any other documents you may be able to provide me - we will prepare a final report on (State name) which will be sent to you for final review prior to inclusion in our final report.

The final report of this study will include the write-ups of all the States as well as discussions of all the various topics we will be discussing today. This report is due to be completed by the end of March and you will receive a courtesy copy as soon as it is available.

SECTION A. ORGANIZATION OF VOCATIONAL EDUCATION SYSTEM

I'd like to begin by getting an overview of the vocational education system of the State.

First I would like to have some information about the agencies responsible for vocational education at the State level and then I'd like to discuss the structure of your vocational education delivery systems.

A-1. First, what is the correct title of this agency?

NAME: ______________________________

(If "STATE BOARD OF VOCATIONAL-TECHNICAL EDUCATION" skip to A-4a; otherwise continue.)

A-2a. What is the title of the DEPARTMENT and BOARD to which this agency reports?

Department: ______________________________

Board: ______________________________

A-2b. Does the (Board name) sit as the State Board for Vocational-Technical Education? (If "NO" - What Board serves as the State Board for Vocational Technical Education?)

Yes: __________

No: Board Name ______________________________

A-3a. Has the (Name from A-1) always reported to (Name of Board and Department from A-2)?

Yes __________ (A-4a)

No __________ (A-3b)

A-3b. What was your previous reporting structure? (When and why was the structure changed?)

PROBES: Specific organizational relationships; year of change; Basis for change (legislation/agency policy, etc.)

EXAMPLES: There was once a separate Board for Voc-Tech but now a single governs all education - or visa versa.

____

____

____

A-4a. Have there been any major changes in the organization of THIS agency since the Vocational Education Act of 1963?

EXAMPLES: Organizational changes may have resulted in a separation of responsibilities for secondary/postsecondary programs by creation of separate agencies or in a relocation of this agency within the department to which it reports.

Yes __________ (A-4b)

No __________ (A-5)

A-4b. Could you describe these organizational changes?

PROBES: General probes; Year at change; Basis for change (legislation/policy); Cause of change; Impact of change

____

____

____

A-5. What other State agencies have responsibility for vocational education in public schools - either secondary and/or post-secondary?

None_____ (A-7)

NAME: ______________________________

A-6. How are planning and administrative activities coordinated among agencies at the State level?

KEYS/PROBES:

Coordinating Boards/Agencies: Purpose, year created, composition (i.e., representation)

Governing Board Membership: Inter-board ex-officio board membership, etc.

Role/Mission Statements: Note specific provisions, year of implementation, basis for "statement" (i.e., legislation/agency policy)

A-7. Is there anything else I should know about the State organization before we move on to a discussion of local delivery systems for vocational education?

The next several questions deal with the organization and administration of local delivery systems for vocational education. In these questions we're interested in describing each type of delivery system in use in (name of State).

I'd like to identify the types of educational agencies and institutions which provide vocational education at the local level and then I'd like to ask some specific questions about each of these systems.

A-8a. First, could you list for me the types of educational agencies, institutions and delivery systems for vocational education which exist in this state.

RECORD AS IDENTIFIED AND FOLLOWUP WITH . . .

A-8b. Have you ever had... (Read all not already identified) ...a) State operated institutions - secondary or postsecondary; b) intermediate vocational school districts; c) joint area vocational schools; d) contract programs of vocational education; e) community colleges; f) technical institutes?

Now I would like to get some specific information about each of these types of agencies and institutions.

A-9a. (Record Name of Instition from A-8)

IF THE AGENCY BEING INTERVIEWED IS RESPONSIBLE FOR ALL VOCATIONAL EDUCATION - A-6 - SKIP TO A-9c.

A-9b. For (name of agency or institution - A-9a), do these (agencies/institutions) report to you or to another agency?

1) This agency - CONTINUE

2) Another agency - "O.K., then I'll defer further questions about (name of agency/institution, etc.) for my meeting with (Name of other agency)"

A-9c. What levels of instructional programs are offered in these institutions? Do they offer: (Read list)

_____ Secondary level programs (IF "YES" - ask "Full or part-time?")

_____ Postsecondary degree programs

_____ Postsecondary certificate or diploma programs

_____ Adult vocational education programs

A-9d-1. How many (name of agency/institution) are there?

A-9d-2. How many ... FOR REGULAR SECONDARY SCHOOL DISTRICTS ... high schools offer five or more programs in vocational education

... FOR OTHER AGENCIES/INSTITUTIONS ... separate campuses are operated by these institutions

FOR AREA SCHOOLS AND OTHER INSTITUTIONS SERVING SECONDARY SCHOOL STUDENTS ON A REGIONAL BASIS - refer to answers to A-9c.

A-9d-3. How many secondary schools and/or school districts are served by these (agencies/institutions)?

IF THIS IS A REGULAR SCHOOL DISTRICT GO TO NEXT SCHOOL TYPE: FOR ALL OTHERS, CONTINUE

The next few questions relate to the organization and governance of these institutions.

A-9e. First, what is the governing authority for these agencies and what is its composition?

KEY/EXAMPLES:

Governing authority: Independent Board of Education or Board of Trustees; Joint Cooperative Board; One of the Participating School Boards

Composition: Independent elected/appointed members; Representatives of participating school districts; Board members of participating school districts; Superintendents of participating school districts

(Report Note: A-9a is repeated for all school types. For simplicity, only one form is included in this report.)

A-9a. NAME: ____________________

A-9b. Agency reported to: This agency ____________________

Another agency (specify) ____________________

A-9c. Program levels offered:

Sec. _____/_____ P.S. degree_____ cert./dip._____ Adult_____

Other: ____________________

____

A-9d. Number: .. of agencies__________

.. of institutions__________

.. of districts served__________

GOVERNANCE

A-9e. Governing Board: ____________________

____

____

____

____

____

____

____

____

A-9f. Do these (agencies/institutions) exist as independent legal entities or as some form of cooperative program?

DEFINITION: Legal entitites - established by charter (not simply contracts or ad hoc joint agreements) and having authority to, for instance, contract in the name of the institution.

IF COOPERATIVE PROGRAM: ask "Could you describe the specific nature of these cooperative arrangements?"

A-9g. What is the legislative basis for this organizational structure? That is, was enabling legislation required to provide for the creation of these institutions?

IF LEGISLATION REQUIRED: ask "What are its provisions? When was this legislation enacted?"

IF INSTITUTION IS INDEPENDENT LEGAL ENTITY (A-9f) GO TO A-9i; OTHERWISE CONTINUE

A-9h. Who is the fiscal agent for these (agencies/institutions)?

KEYS/EXAMPLES: This institution is an independent fiscal agent. One of the participating school districts serves as fiscal agent.

A-9i. Do these (agencies/institutions) have independent taxing or "assessing" authority?

A-9j. Do these (agencies/institutions) have independent bonding authority?

A-9k. Are there any special provisions, such as limits on millage rates or requirements for voter referenda, that affect the (taxing, bonding) power of the (agencies/institutions)? IF YES, PROBE IN DETAIL WITH GENERAL PROBES.

A-9l. What is, or was, the basis on which these (agencies/institutions) are/were created? That is, were they mandated by State legislation or agency policy, or are they created by local initiative?

IF "STATE LEGISLATION" OR "AGENCY POLICY" (A-9l) CONTINUE; OTHERWISE GO TO A-9o

A-9m. When was this (policy/legislation) enacted?

A-9n. What are the specific provisions of the (legislation/policy) under which these (agencies/institutions) were established or created?

KEYS/PROBES: Mandated State coverage; Enabling legislation permiting jurisdictions to merge.

Identify criteria for creation if applicable.

A-9o. On what basis are the boundaries of these districts established? That is, are they based on school district lines, governmental units, population, travel distances?

KEYS/PROBES: If "population" or "travel distances" - specify.

A-9p. Is there anything else you think I should know about these institutions before we go on?

A-9f. Legal Status: Indep. School Dist.__________ Cooperative Program__________

Other:____

A-9g. Legal Basis for Institutional Structure:____________________

FISCAL STATUS

A-9h. Fiscal Agent:______________________________

A-9i,j. Taxing/Assessment Authority__________ Bonding Authority__________

A-9k. Special Provisions re: taxing/bonding authority:____________________

BASIS FOR CREATION

A-9l. Statute________ Agency Action________ Local Option________ Other______

A-9m. Year of statute/enabling legislation:________

A-9n. Provisions of statute/enabling legislation/Agency Policy:________________

BASIS FOR BOUNDARIES (Describe)

A-9o. ____

A-9p. OTHER INFORMATION: ______________________________

A-10. Does the State have any system of regional agencies to coordinate vocational education programs on a local or regional basis? If YES: How many? Specifically, what is the function and authority of these agencies?

No . . . . ☐

Yes:

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A-11. Do any public post-secondary institutions offer vocational education to high school students or engage in any programs of shared resources, etc.? If YES: Could you describe these programs?

PROBE: Student exchange; Joint use of facilities or staff resources; Articulation

No . . . . ☐

Describe:

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IF THIS AGENCY IS RESPONSIBLE FOR POST-SECONDARY EDUCATION, AND MORE THAN ONE TYPE OF POST-SECONDARY INSTITUTION IS USED (A-9), CONTINUE: OTHERWISE GO TO SECTION B.

A-12. How do the post-secondary institutions you referred to a moment ago differ with respect to such things as the offering of a transfer program, the offering of a general education program, the granting of a degree or certificate, etc.?

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SECTION B. FUNDING

The next few questions deal with your policies and programs for the funding of vocational education. I'm particularly interested in the funding of facilities construction and equipment acquisition.

B-1. What funding sources do you now use to finance (Name of institution type from A-8) vocational education facilities construction?

READ LIST AND RECORD ANSWERS IN TABLE. PROBE FOR PERCENTAGES PAID FROM EACH SOURCE, BOTH PRESENTLY AND HISTORICALLY. PROBE FOR REASONS FOR CHANGES IN POLICY/PRACTICE (IF APPLICABLE).

ALSO IDENTIFY DIFFERENCE IN FUNDING PROVISIONS FOR GENERAL EDUCATION FACILITIES AND VOCATIONAL SCHOOLS/FACILITIES.

	(Record Institution Names)		
Funding Source			
Vocational Education Act	___	___	___
Federal Other - Regional Commission.....	___	___	___
Federal Other - Higher Educ. Fac. Act...	___	___	___
Federal Other - Economic Dev't Act	___	___	___
Federal Other - (Specify)	___	___	___
State - Vocational Education...........	___	___	___
State - General Education Funds	___	___	___
Local	___	___	___
Other	___	___	___

IF STATE AND/OR FEDERAL AND LOCAL FUNDS ARE USED FOR FACILITIES (B-1) CONTINUE; OTHERWISE GO TO B-3.

B-2. Exactly what facility construction costs are reimbursable from (State/Federal) sources? For instance, are land and architects' fees included in the total costs or are only building costs reimbursable?

B-3. What funding sources do you now use for equipment purchase in (Name of agency or institution type)?

READ LIST AND RECORD ANSWERS IN TABLE. PROBE FOR PERCENTAGES PAID FROM EACH SOURCE, BOTH PRESENTLY AND HISTORICALLY. PROBE FOR REASONS FOR CHANGES IN POLICY/PRACTICE (IF APPLICABLE).

ALSO IDENTIFY DIFFERENCE IN FUNDING PROVISIONS FOR GENERAL EDUCATION FACILITIES AND VOCATIONAL SCHOOL/FACILITIES.

(Record Institution Names)

Funding Source			
Vocational Education Act	___	___	___
Federal Other - Regional Commission.....	___	___	___
Federal Other - Higher Educ. Fac. Act ..	___	___	___
Federal Other - Economic Dev't Act......	___	___	___
Federal Other - (Specify)...............	___	___	___
State - Vocational Education	___	___	___
State - General Education Funds	___	___	___
Local	___	___	___
Other	___	___	___

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IF STATE AND/OR FEDERAL AND LOCAL FUNDS ARE USED FOR EQUIPMENT (B-3) CONTINUE; OTHERWISE GO TO INSTRUCTIONS ABOVE B-5.

B-4. Do you reimburse for all equipment or only capital equipment?

PROBE FOR DEFINITION OF "CAPITAL" VS. OTHER EQUIPMENT AND DIFFERENCES IN FUNDING.

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IF FEDERAL FUNDS ARE USED FOR FACILITIES OR EQUIPMENT (B-1, B-3) CONTINUE; OTHERWISE GO TO INSTRUCTIONS ABOVE B-6

B-5 How is the portion of (facilities/equipment) costs paid by Federal funds determined?

RECORD VERBATIM AND CODE ALL THAT APPLY IN TABLE

IF STATE FUNDS ARE USED FOR FACILITIES OR EQUIPMENT (B-1, B-3) CONTINUE; OTHERWISE GO TO B-7

B-6 How is the portion of (facilities/equipment) costs to be paid by State funds determined?

RECORD VERBATIM AND CODE ALL THAT APPLY IN TABLE

Basis of Share	B-5 FEDERAL			B-6 STATE		
State Legislation.	1	1	1	1	1	1
Legislative Action	1	1	1	1	1	1
Agency Policy.	1	1	1	1	1	1
Evaluation of Grant Applications .	1	1	1	1	1	1
Availability of Funds.	1	1	1	1	1	1
Other (SPECIFY) ________________	1	1	1	1	1	1
______________________________	1	1	1	1	1	1
Not Applicable	1	1	1	1	1	1

IF "STATE" FUNDS ARE USED FOR FACILITIES AND/OR EQUIPMENT (B-1, B-3), CONTINUE; OTHERWISE, GO INSTRUCTIONS ABOVE B-9

B-7 What are the sources of State funds for (Name of agency or institution type from A-1) vocational education (facilities/equipment)? Is the source a:

RECORD VERBATIM AND CODE ALL THAT APPLY IN TABLE

Funding Source			
State Bond Issue	1	1	1
General Revenue Appropriation.	1	1	1
Sinking Fund Trust	1	1	1
Other (SPECIFY) ____________	1	1	1
___________________________	1	1	1

B-8 When STATE FUNDS are committed for facilities or equipment are all funds committed from that fiscal year's budget or are some funds committed from anticipated future budgets? (PROBE FOR INFORMATION REGARDING REIMBURSEMENT PROCESS).

All funds from same fiscal year funds 1

Some funds from future committments 2

IF VEA FUNDS ARE NOW BEING OR WOULD BE USED FOR FACILITIES AND/OR EQUIPMENT (B-1, B-3), CONTINUE; OTHERWISE GO TO B-10

B-9 When VEA funds are committed for facilities or equipment, are all funds committed from that fiscal year's budget or are some funds committed from anticipated future funds? (PROBE FOR INFORMATION REGARDING REIMBURSEMENT PROCESS).

All funds from same fiscal year funds 1

Some funds from future committments 2

B-10 Are (State/Federal) funds allocated differently for (a) renovations, additions and new construction; or (b) initial equipment vs. replacement equipment? PROBE FOR SPECIFIC CRITERIA AND CONDITIONS WHERE DIFFERENCES EXIST.

No... ☐

B-11 I'm going to read some alternative ways in which vocational education funds may be used for the acquisition of facilities or equipment, and for each I'd like you to tell me a) if you are allowed to and do use Federal. State or local funds in this way, b) if you are allowed to but don't use them in this way; or c) if you are not allowed to use them.

READ THE CATEGORIES AND RECORD IN TABLE

	Federal						State						Local					
	Allowed to and Do Use		Allowed to But Don't Use		Not Allowed		Allowed to and Do Use		Allowed to But Don't Use		Not Allowed		Allowed to and Do Use		Allowed to But Don't Use		Not Allowed	
	S	PS	S	PS	S	PS	S	PS	S	PS	S	PS	S	PS	S	PS	S	PS
Lease or Rental of Facilities	1	1	2	2	3	3	1	1	2	2	3	3	1	1	2	2	3	3
Lease or Rental of Equipment	1	1	2	2	3	3	1	1	2	2	3	3	1	1	2	2	3	3
Facility Purchase/ Conversion	1	1	2	2	3	3	1	1	2	2	3	3	1	1	2	2	3	3
Purchase of Services from Proprietary School	1	1	2	2	3	3	1	1	2	2	3	3	1	1	2	2	3	3

IF ANY OF THE ABOVE OPTIONS ARE NOT ALLOWED OR ALLOWED BUT NOT USED CONTINUE; OTHERWISE GO TO INSTRUCTIONS ABOVE B-13

B-12 Why (aren't you allowed to use/or don't you use) (Federal/State/Local) funds for (option above)? REPEAT FOR EACH OPTION NOT ALLOWED OR NOT USED

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IF "LOCAL" FUNDS ARE USED FOR FACILITIES AND EQUIPMENT (B-1, B-3), CONTINUE; OTHERWISE GO TO B-14

B-13 Does the local vocational education agency pass a bond issue for the total cost of facilities and equipment, or bond only the difference between the total cost and the amount pledged from State and Federal sources?

Bond Amount			
Bond total amount of project......................	1	1	1
Bond only amount not pledged from other sources...	1	1	1
Other (Specify)	1	1	1

B-14 Is all, or any portion, of this State included in a Regional Economic Development Commission which provides funds for vocational facilities construction?

All..............................1
Portion.........................2
None............................3(B-18)

B-15 What Regional Commission(s)?

B-16 How have these funds affected the expansion of vocational facilities? How was the availability of these funds effected your policy for the use of VEA or State funds for facilities and equipment funding?

IF ONLY A PORTION OF THE STATE IS INCLUDED IN A REGIONAL COMMISSION (B-14), CONTINUE; OTHERWISE GO TO INTRODUCTION ABOVE B-18

B-17 How has the expansion of facilities in the portion of the State included in (this/these) Regional Commission(s) differed from the expansion of facilities in the portion not included in (this/these) Regional Commission(s)?

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THE NEXT FEW QUESTIONS CONCERN THE SOURCES OF FUNDS FOR OPERATING COSTS.

B-18 What funds do you use for the operation of vocational education programs in (name of institution)?

PROBE SPECIFICALLY FOR PERCENTAGES FROM EACH SOURCE. FOR SHARED-TIME AREA CENTERS DESCRIBE SPECIFIC PROVISIONS AND PROCEDURES FOR COST SHARING. DESCRIBE "FLOW" OF STATE/FEDERAL FUNDS FOR SHARED-TIME/AREA CENTERS.

Source of Funds			
Federal Vocational Education Act Funds	____	____	____
Other Federal Funds	____	____	____
State Vocational Education Funds	____	____	____
General State Education Funds	____	____	____
Local Funds	____	____	____
Tuition	____	____	____

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IF FEDERAL FUNDS ARE USED FOR OPERATING COSTS (B-18) CONTINUE; OTHERWISE GO TO INSTRUCTIONS ABOVE B-20

IF STATE FUNDS ARE USED FOR OPERATING COSTS (B-19) CONTINUE; OTHERWISE GO TO B-21

B-19 What is the basis on which Federal funds are allocated for the operation of vocational education programs in (name of institution)? Do you consider:

RECORD VERBATIM AND CODE ALL THAT APPLY IN TABLE DESCRIBE ALL ASPECTS IN DETAIL.

B-20 What is the basis on which State funds are allocated for the operation of vocational education programs in (name of institution)? Do you consider:

RECORD VERBATIM AND CODE ALL THAT APPLY IN TABLE DESCRIBE ALL ASPECTS IN DETAIL.

Basis for Share	B-19 FEDERAL			B-20 STATE		
Fixed Percentage of the Total Operating Costs.	1	1	1	1	1	1
Program Funding (e.g., Added Cost Formula, DESCRIBE SPECIFICS, etc.)	1	1	1	1	1	1
Formula Based On Need and Ability to Pay, etc.	1	1	1	1	1	1
Carnegie Unit.	1	1	1	1	1	1
Count Of Full-Time Equivalent Students (FTE's)	1	1	1	1	1	1
Head Count	1	1	1	1	1	1
Number of Teachers	1	1	1	1	1	1
Grant Applications	1	1	1	1	1	1

PROBE FOR SPECIFIC PROVISIONS - ESPECIALLY: Specific reimbursement (rate per student/teacher/teaching unit, etc.).

GET COPIES OF HANDBOOKS, COMPUTATION FORMS, OR OTHER DOCUMENTS DESCRIBING FUNDING PROGRAM.

B-21 Do you fund or reimburse programs for different populations - such as adult programs - differently from the way you fund regular programs? How and why?

No . . . . ☐

Yes:

B-22 Do you fund programs differently depending on the operating schedule - such as extended day sessions, summer programs, etc.? How and why?

No . . . . ☐

Yes:

B-23 Is tuition charged or any other fees charged in any of the institutions administered under your agency? Explain.

No . . . . ☐

Yes:

IF THIS AGENCY IS RESPONSIBLE FOR SECONDARY EDUCATION (A-1) CONTINUE WITH B-24; OTHERWISE GO TO B-26

B-24. Are there any public secondary schools in this State in which the operation of some or all the vocational education programs is NOT supported with (Federal/State) vocational education funds?

Yes. 1
No 2 (B-26)
DK 3 (B-26)

B-25. Why don't these schools receive (Federal/State) funds?

B-26. Has the State legislation defining the use of Federal or State funds for facilities or equipment or vocational education program operation changed since the passage of the Vocational Education Act in 1963? IF "YES": What changes have occurred? When? Why?

No . . . . ☐
DK . . . . ☐

Yes:

B-27. What about State policies for the use of Federal or State funds, have they changed? IF YES: What policy changes have occurred? When? Why?

No . . . . ☐
DK . . . . ☐

Yes:

B-28. Is there anything else you think I should know about your school construction, equipment acquisition, or program operation funding policies and procedures before we go on?

SECTION C. PLANNING PRACTICES AND REQUIREMENTS

Now I'd like to discuss the activities involved in the identification of needs for vocational programs and the planning of new vocational facilities. Some of the things we'd like to discuss are: Who initiates the planning process? What planning activities are conducted by the State and what planning activities are conducted by the local agencies?

C-1. Aside from the long-range planning provisions of your "State Plan" is there a master plan for vocational education which includes a projection of new construction requirements?

Yes. 1
No 2 (C-4)

C-2. Is there a copy of this plan which we may have?

Yes, obtained. 1 (C-4)
Yes, to be mailed. 2 (C-4)
No, not available. 3

C-3 Which of the following items are included in this master plan for (secondary/post-secondary facilities? READ RESPONDENT ANSWERS. RECORD ANSWERS IN TABLE

TABLE

Information Included		
Estimates of Total Long Range Enrollments.	1	1
Estimates of Long Range Enrollments by Program.	1	1
Estimates of Facilities and Equipment Investments.	1	1
Long Range Construction Plan Including Location and Construction Schedule For New Facilities	1	1
Long Range Capital Budget Projections. . .	1	1
Long Range Operating Budget Projections. .	1	1

C-4. Would you describe the planning process and approval sequence for new facilities planning and construction?
(PROBE FOR: ROLES OF SVEA AND LVEA; APPROVAL REQUIREMENTS AND SEQUENCE). SECURE ALL AVAILABLE FORMS, ETC.

C-5. I am going to read you a list of some of the data which might be required in a facilities planning application. I'd like you to tell me which of these data are required in planning facilities for (name of institution).

READ THE CATEGORIES AND RECORD IN TABLE

TABLE

Planning Data Required			
Labor Market Data.	1	1	1
Document Enrollment Projections.	1	1	1
Documentation of Unemployment Rates.	1	1	1
Documentation of School Drop-Out Rates	1	1	1
Documentation of Student Interest.	1	1	1
Inventory of Existing Vocational Education Facilities	1	1	1
Inventory of Existing Vocational Education Programs	1	1	1
Plan for Interagency Coordination.	1	1	1
List of Proposed Programs.	1	1	1
"Sign Off" by Local or Regional Agency(ies) or Advisory Committee, etc.	1	1	1
Educational Facility Program	1	1	1
Building Plans and/or Specifications	1	1	1
Equipment Lists.	1	1	1
Estimates of Building Costs.	1	1	1
Estimates of Equipment Costs	1	1	1
Other (SPECIFY).	1	1	1
______________________________			
______________________________			
______________________________			

C-6. Does the State have space standards or guidelines for laboratory or room size for vocational facilities in secondary and post-secondary schools?

	Yes	No	DK
Secondary.	1	2	8
Post-secondary	1	2	8

C-7. A. IF NO SPACE STANDARDS EXIST (C-6): On what basis do you evaluate plans for laboratory or room sizes?

B. IF STANDARDS DO EXIST (C-6): How are and were these standards established for (secondary/post-secondary) institutions?

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IF STANDARDS EXIST FOR BOTH SECONDARY AND POST-SECONDARY (C-8) CONTINUE; OTHERWISE GO TO C-9.

C-8. Do these standards or guidelines differ for secondary and post-secondary institutions? What is the difference and why is there a difference?

No . . . . ☐ (C-9)

DK . . . . ☐ (C-9)

Yes:

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____

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____

C-9. Does this agency or any other State agency maintain an inventory of vocational facilities in the state?

	Yes	No
This Agency.	1	2
Another Agency	1	2
DK	8	-

IF "ANOTHER AGENCY" MAINTAINS THIS INVENTORY, CONTINUE WITH C-10; IF THIS AGENCY MAINTAINS AN INVENTORY, GO TO C-11; IF NO AGENCY MAINTAINS AN INVENTORY, GO TO SECTION D.

C-10. What other agency maintains this inventory?

____

____

____

GO TO SECTION D

C-11. Which institutions are included in this inventory?

All Secondary Institutions With Vocational Educational Programs	1
All Post-Secondary Institutions With Vocational Education Programs	1
All Higher Education Institutions With Vocational Education Programs	1
Non-Public School Facilities	1
Other (SPECIFY)	1

____

____

C-12. What information about these facilities is included in this inventory?

Shops and Laboratories - By Name - In Each School	1
Shops and Laboratories - By Size - In Each School	1
Number of Related Classrooms By School	1
Number of General Classrooms By School	1
Other (SPECIFY)	1

____

C-13. Is this inventory computerized?

Yes	1
No	2

SECTION D MISCELLANEOUS

IF THIS AGENCY IS RESPONSIBLE FOR SECONDARY SCHOOL PROGRAMS CONTINUE; OTHERWISE GO TO "FORMS COLLECTION CHECKLIST."

D-1. a) Do you have any agency standards for weekly contact hours for laboratory or "related" instruction in vocational education programs?

b) Do you have standards for program duration in years or total hours?

	Yes	No
Weekly Contact Hours - Laboratory.	1	2
Weekly Contact Hours Related	1	2
Program Duration - Years	1	2
Program Duration - Hours	1	2

D-2. What are these requirements for?

READ LIST AND RECORD IN TABLE 14.

TABLE 14

	Related WCH	Lab WCH	Duration Years	Duration Hours
Agriculture.	_____	_____	_____	_____
Health	_____	_____	_____	_____
Home Economics	_____	_____	_____	_____
Business	_____	_____	_____	_____
Distributive Education	_____	_____	_____	_____
Technical.	_____	_____	_____	_____
Trade and Industry	_____	_____	_____	_____

COLLECTION CHECKLIST

(1) Master Plans and/or other descriptive documents

(2) Construction Project Application Forms, Planning manuals, etc.

(3) Space Standards

(4) Map of school locations

(5) Legislation

(6) State Plan (Annual & Five Year)

(7) Funding system documentation